THE TIMES
Educational Supplement

FRIDAY SEPTEMBER 4 1987 NUMBER 3714 FIRST PUBLISHED 1910 PRICE 60p

Baker turns deaf ear to staff shortage alarm

by James Meikle and Barry Hugill

The Government this week brushed aside warnings of severe teacher shortages by the early 1990s – dashing hopes of staffing improvements which hinged on an earlier pledge to discuss teacher numbers.

In March, Mr Kenneth Baker said that he would "shortly be initiating" consultations on the issue, but Ministers now believe that specially targeted funds through education support grants and in-service training will meet the demands of the proposed national curriculum.

They also believe special recruitment drives masterminded through the Teaching as a Career Unit task force, supported by the Government and local authorities, will help to meet staff shortages in science, maths, and craft, design and technology.

The National Association of Head Teachers has said at least 4,000 extra teachers will be needed if the national curriculum is to be properly delivered (see page 11), while both Mr Fred Jarvis, general secretary of the National Union of Teachers, and Mrs Anne Sofer, the SDP educationist, this week warned of a recruitment crisis for schools if the Government was too prescriptive about what was taught.

The Association of County Councils also believes that an extra 3,000 teachers of modern languages will be needed.

The prospect of Mr Baker holding talks on teacher numbers was promoted by his aides to acknowledge the concerns of unions and employers whose separate pay and conditions plans had been over-ridden.

There was no possibility that the Government would agree to the employment of an extra 6,000 to 7,000 teachers, as would be needed under arrangements for class size, cover and non-contact time agreed at the unsuccessful Acas talks, although Mr Baker hinted at improvements on three-day cover. The Government points to continuing drops in pupil-teacher ratios, expected to be 17.1 to 1 in 1990, compared to 17.6 to 1 now, as an indication of improved staffing. It is planning for about 421,000 teachers in England and Wales by 1990, a decline from the 430,000 of January 1986, because of falling rolls.

The Department of Education and Science this week said that no separate talks would be held on teacher numbers, although Ministers would consider whether further consultation on the national curriculum was necessary when all the responses to its present proposals have been received.

A report published this week says up to 55,000 secondary teachers will be "surplus to requirement" within five years.

Dr Danny Beeton, who lectures at Queen Mary College, London, in economics, says that, at best, 7,000 surplus teachers could be retrained as primary science specialists. But, since most vacancies would be in the south-east where house prices are exceedingly high, the "redundant" teachers, many of whom would be based in the north, would have difficulty in moving.

Dr Beeton accepts the view of the Audit Commission that 1,100 secondary schools could be surplus to capacity by 1991. Unlike the commission he does not believe it would be sensible to close them all. He estimates that as rolls begin to rise in the middle of the next decade, the schools will once more be needed. Most of the 1,100 could be back in use by 2006.

● Local authorities are threatening to dock money from college lecturers for alleged breach of contract.

Members of the National Association of Teachers in Further and Higher Education are trying to snarl up college administration in their long-running pay dispute with the Labour-led employers, a threat far more effective than the overtime ban and no-cover action in force since January.

Talks on pay rises due last April have been stalled for months. The employers have offered staggered increases, averaging 9.3 per cent but weighted in favour of staff working in advanced further education, in return for more "flexible" working practices.

The union, which originally hoped for increases of more than 20 per cent, objects to the employers' plans for a maximum teaching week of 21 hours.

The Outlook for Education by Dr Danny Beeton, published by the Public Finance Foundation, 3 Robert Street, London WC2N 6BH. £10.



Gone fishin': pupils from the Shiney Row comprehensive school in Sunderland turned their backs on Britain's holiday beaches for a fortnight of adventure on and around the Scottish island of Mull. In all, twenty 14 to 18-year-olds went on the expedition organized by the local YMCA. Picture feature, page 8.

DES voices 'worry' on race book

Senior officials at the Department of Education and Science have suggested to the Inner London Education Authority that it "recommend" that schools should not use a book critical of Britain's colonial past.

The book, *How racism came to Britain*, is published by the Institute for Race Relations. Sources at theDES say Ministers are worried it could breach the political indoctrination clause of the 1986 Education Act and the incitement to racial hatred section of the Race Relations Act.

In a confidential letter to ILEA's chief officer, Dr Bill Stubbs, the DES asks how the book is used, particularly in primary schools, and expresses "worries" about its content. It suggests that heads be recommended not to use the book.

Mr Neil Fletcher, the ILEA leader, will reply that it is not the role of an l.e.a. to tell heads what they should, or should not, use in class.

OU students' ambitions checked by grant rules

by Ian Nash

Open University graduates seeking a teaching career are being blocked by government regulations which stipulate they have no mandatory right to higher education grants.

The problem was highlighted this week by the case of Mrs Sally Young (see Letters, page 21), a radiographer who had to turn down the offer of a two-year BEd course in physics – a shortage subject – after her local education authority, Newcastle, refused to pay her fees.

The OU Students' Association this week condemned the regulations as "preposterous" and said they were militating against efforts to encourage more people into science jobs, including teaching.

Newcastle said that it has no duty to pay grants and fees to "anyone who has previously attended a part-time or correspondence course which equates to two or more academic years".

But the students' association says this amounts to double discrimination since OU students often have no financial support as undergraduates. "Mrs Young is being prevented from becoming a teacher simply because she has studied at the OU rather than another university," said a spokeswoman.

The association is campaigning for mandatory grants for undergraduate students and is appealing to the political party conferences for all-party support. It says it will take up individual cases of OU students seeking financial support for degree courses elsewhere.

The case of Mrs Young was by no means isolated, the spokeswoman said. Increasingly, discretionary grants were becoming harder to obtain.

Another problem highlighted by OUSA is the refusal of many l.e.a.s to give financial support to teachers on in-service training courses offered by the OU.

THIS WEEK

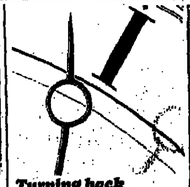
Comment	4
DIARY	5
PRIMARY	6
SCHOOL TO WORK	14
NEWS FOCUS	16, 17
OVERSEAS NEWS	18, 19
LETTERS	20, 21
TALKBACK	22
FEATURES	23–25
REVIEW BOOKS/ARTS	26–31
RESOURCES/MEDIA	32–34
WASHINGTON DIARY	
NOTICEBOARD	
AND CROSSWORD	40
CLASSIFIED	35



Breaking into the cycle 6



Pushing school science 7



Turning back the clock 23



Deserted songs 26



EXTRA: School Visits 35–46

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For our next manifesto . . .

Mrs Anne Sofer's discussion paper for the Social Democrats on "education policies" for the future is stimulating, penetrating and short. It deserves to be read by anybody who is interested in responding intelligently to the post-election cascade of papers from Mr Baker. It doesn't take refuge in hand-wringing or nostalgia. It is forward-looking in the practical sense that it concentrates attention on the issues which will arise when Mr Baker's Bill becomes an Act. "As far as education is concerned," Mrs Sofer says, "it makes no sense to ask 'where do we go from here?' The only intelligent question is: 'where do we go from where we will be in four or five years time?'" Perhaps this suggests a timetable of debate too slavishly geared to general elections. In reality, in trying to answer her own question, Mrs Sofer has a great deal to say about Mr Baker's present policies and the hazards which are going to attend them.

The analysis focuses on three policy areas: "the growing 'independence' of schools; the vacuum in educational planning; and the disintegration of education in the inner city".

The trouble with any "discussion" document is that people who are nervous of discussion may find the invitation to consider novel or controversial ideas, disconcerting. Though the Portsmouth conference kept its cool, Mrs Sofer will certainly upset some SDP supporters (and their former Alliance partners) with the implications she draws from the small but steady growth of the independent sector, the expansion of the Assisted Places Scheme from 25,000 places to 35,000 and "opting out". She embraces the ideal of more choice – politically irresistible; who is going to the hustings to argue for less choice? – and squares up to the logic of Mr Baker's policies: a voucher system. This will send shivers down many an SDP spine and precipitate a few Liberal heart-attacks (Mrs Sofer is pro-merger) because few people have bothered to think their way through the voucher debate. As Mrs Sofer points out, if the Conservatives manage to push far and fast enough down the free-market road in the present Parliament, vouchers are what we shall all be debating, so now is the time to get rid of the cant and get down to basic issues.

Vouchers (like local education authorities) are simply devices for distributing public resources for education. What is at issue are the principles which direct any specific voucher scheme. Vouchers can be made to serve any set of social priorities. They can be weighted to favour or penalize any particular social or academic group. They can be used to integrate or exclude independent schools; to permit or prevent discrimination on grounds of creed or colour or IQ.

There are, certainly, important objections which relate to the transition to vouchers and the surplus resources which might be expected to be required to provide a flexible and efficient market for education. But a few years of per capita funding and quasi-independence within the maintained system will have gone some way to reduce these practical objections. Vouchers may well become attractive to reformers on the Left and in the Centre as well as to the hard Right; each political grouping aware that central control over the voucher weighting system would enable it to pursue its own aims and reward its own friends.

If Mrs Sofer is right, and this is how the cookie crumbles, the principled attack on vouchers will need to concentrate on their excessive flexibility. Vouchers are too easy for politicians to abuse. They would make the education system too vulnerable to the political winds of change. They would put a new and excessive instrument of electoral bribery in the hands of ministers and place unreasonable strain on their incorruptibility and strength of character. Politicians will not necessarily be daunted by this moral challenge. Even Mrs Sofer would evidently warm to the idea if it were forced upon her by the Conservatives.

Politicians of the Centre and Left will certainly take seriously the vacuum in educational planning – pithily analysed a few weeks ago in these columns by Sir Roy Harding, the secretary of the Society of Education Officers (Platform, July 3). Mrs Sofer is scathing about the Secretary of State's failure to face up to the teacher supply implications of his own policies – notably the national curriculum requirements for mathematics, science, technology and modern languages.

The optimistic early achievements of the Teaching as a Career programme now have to be set against worse than expected figures for science A level entries. One justification advanced for a more clearly prescribed curriculum has been the belief that, to retain his integrity, a Secretary of State who laid down what schools must teach would have to provide the staffing and other resources to carry it through. With a deepening crisis clearly looming for the 1990s, that begins to look unbelievably naïve.

The inner city gets short shrift from Mrs Sofer. With her London hat on she sees the intensification of all existing problems in the disintegrating cities, with only the Manpower Services Commission rich enough or confident enough to pick up any of the pieces. It is a bleak prospect, made no better by the news that the dismemberment of the Inner London Education Authority may be an even longer drawn-out affair than had seemed likely.

Mrs Sofer offers a scholarship scheme for independent school sixth forms, in place of the Assisted Places Scheme. Why not independent school sixth forms open to all-comers – as universities were opened to all-comers after the war? This would make scarce resources available to a wider public. If it can work for higher education why not for post-16?

Second opinion

Will the Rasch model ride again?

"At the national level, central government, Parliament and the public should be able to monitor national standards of attainment and improvement over time."

This quotation from the consultation paper on the National Curriculum might as easily have been taken from one of the many documents put out by the Assessment of Performance Unit, some 10 years ago. The parallels are quite instructive.

The APU was set up in 1975, in the context of a debate about educational disadvantage. But the focus of public attention soon changed to educational standards, and the unit was promptly set the task of monitoring standards over time.

It started with great confidence. The curriculum was divided into six areas, working groups were set up, and in 1978 testing began. A 2 per cent sample of 11-year-olds took a test in mathematics, and the results were to provide a baseline for comparison with subsequent tests. Testing in language followed, then science.

During this time some doubts were raised, by me among others. How were comparisons to be made between years? Would the tests be the same, irrespective of changes in the world outside such as the availability of cheap calculators? No, was the answer. Some of the questions would change each year, and allowance would be made for this by a statistical method known as Rasch. But would this work?

The unit lacked statistical expertise, and could not distinguish bad advice from good. So not until 1981, four years after warnings were raised, did it accept that the method would not work. After 1984, the monitoring was gradually cut back, and the purpose of the whole operation changed. (In fact the unit's work has been quite useful, but not in the manner intended.) No conclusions about the trend of any significant educational measure over time has ever been published.

Now, it seems, the whole charade is to be re-played on a larger scale, with tests of whole-age cohorts, and reporting of results at every level from individual to national. But the same statistical problems remain. An unchanging test produces all sorts of problems, not least that of keeping its content out of the public domain; the alternative of making statistical allowance for changes has been shown not to work. So what is to be done this time? "The National Curriculum" gives no answer, and the newly-appointed Task Group has only four months to find one.

It may not be thought important if I believe that the proposed national testing scheme will be costly to set up and administer, or that it will not gain the necessary goodwill among the teachers who will operate it, or that it will have adverse effects on the curriculum even from Mr Baker's own viewpoint – though I do in fact hold these views. Nor, perhaps, was it important that in 1977 I was similarly fearful of the consequences of the APU programme. But it did matter then that the APU was attempting the statistically impossible, and it does matter now that the Secretary of State is doing the same.

I got no thanks in 1977, or even acknowledgement when events last proved me right. I am not expecting anything better now. It is sad for a number of reasons, not least because a major shift of power is currently taking place towards a Department of State that isn't even capable of learning from its mistakes.

Martin Leonard

Martin Leonard is an inspector for mathematics and computing with Walsall education authority.

COMMENT

Pointer not proof

The survey of Scottish comprehensive education published last weekend compared the progress of 40,000 pupils who left school in 1976, 1980 and 1984. According to earlier research in both Scotland and England, the differences in attainment associated with social class had remained largely unchanged, notwithstanding the shift towards comprehensive schools.

The latest study, carried out in a system where the comprehensive pattern is now more or less complete, shows that not only have examination achievements improved all round, but also that the improvement among the lower socio-economic groups has been greater than that of middle-class children, with a consequent narrowing of the social class differential.

So far, so good for the comprehensive supporters who are in need of some encouraging news. Last week's *Reader's Digest*/MORI poll found that 17 per cent of parents were in favour of a return to grammar schools and the 11 plus. Another 45 per cent opted for grammar schools with entrance "determined by continuous assessment" rather than an 11 plus exam. Either way, the poll showed a marked absence of positive enthusiasm for the comprehensive ideal without which the schools are undoubtedly vulnerable in the current mood of reaction.

Does the Scottish research provide armour-piercing bullets with which to defend the comprehensive idea?

Unfortunately this kind of research can never be conclusive. The examination results have improved but they might have been expected to improve anyway, even if the system continued to comprise grammar and secondary schools. No direct causal relationship has been established because the laboratory conditions necessary for that kind of proof cannot be set up.

Similarly, who can say whether the apparent trend towards more equal results as between the various social classes has been "caused" by the completion of the comprehensive system, or by some other factor which might have also been at work in a divided system? Has the "equalization" been achieved by holding back the children in the higher socio-economic classes (as dyed-in-the-wool critics might suspect)? What are the implications of gender differences? Or non-school related pressures to take exams?

This is not to criticize the research nor yet to oppose the collection of long-term evidence about performance. It is important to recognize that standards have risen, not fallen as pessimists are temperamentally disposed to assume. And it is essential to keep social-class related differences under periodical review at a time when the Government seems anxious to reflect them more directly at the institutional level. After all, the time may one day come round when greater equality and fairness are once again objects of public policy.

On one point, the Scottish research is particularly encouraging: improved attainment was associated with the length of time a school had been comprehensive. It has always seemed likely that the degree of trauma involved in the process of reorganization was underestimated. Comprehensive schools, like any other schools, need 10 or more years to settle down and establish the patterns and customs of sustained hard work which yield long-term results.



Fred Jarvis: future imperfect

Business as usual?

It may be heart-warming for teacher union members to see one of their own take the lead on the national stage at next week's TUC conference, but it might be more appropriate if it struck a little fear into their hearts to find what is still their largest union so closely identified with the prevailing collective complacency.

Interviewed on page 12, Fred Jarvis, long-time general secretary of the National Union of Teachers and this year's TUC president, only grudgingly concedes that some re-examination is called for in the face of increasing political marginalization. Most union bosses have responded to Norman Willis's face-up-to-reality exhortations, by adopting a "business as usual" stance. This seems to be Fred Jarvis's position at Hamilton House.

We shall see next week in Blackpool how far the brothers and sisters are able to keep up the pretence that nothing has changed which minor financial concessions to falling membership can't cure. Like the other unions and indeed the Labour party, the NUT is indeed tackling that painful adjustment, but organized teachers need something more than that.

The NUT's dominance has grown increasingly uncertain as it has failed to admit that its membership loss has policy as well as financial implications. If its own leaders don't accept soon that things have changed, and that it must set a new course towards a new professionalism, there is not much doubt that it will continue to decline.

The moment of truth came – and in its heart the union knew it – when Kenneth Baker swept away their negotiating rights. The brothers in the other unions were not prepared to go to the barricades to defend them. Traditional union tactics and years of nagging industrial action had not turned public sympathy into public support when it mattered. Now the Baker Bill promises further erosion of union influence, and counting the hours in the contract will not be the best way to win back public respect.

There is little doubt now that if teachers are to win back respect and influence it will be via greater emphasis on professionalism. A general teaching council could play a part in this, but not if it were a union poodle. The teachers' leaders who have cottoned on sooner to realities are David Hart of the NAHT and the AMMA's new general secretary Peter Smith. After the lights fade at Blackpool next week, Fred Jarvis and his colleagues back at Hamilton House will need to think coolly about how best to serve the interests of present and future members.

... no comment

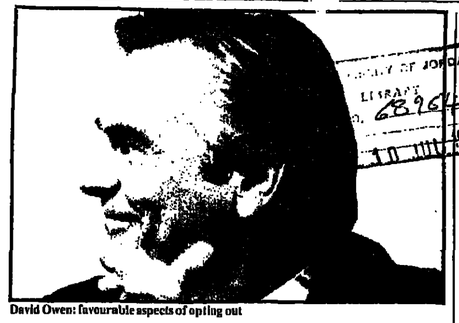
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From *The Newark Advertiser*, June 12.

NEWS



Anne Sofer: desire to protect the weak



David Owen: favourable aspects of opting out

Barry Hugill reports from the SDP conference in Portsmouth

How vouchers fit into Sofer's battle scheme

When, last week, Mrs Anne Sofer announced her conversion to educational vouchers, I thought she was being mischievous. So did many of her SDP colleagues.

Opening Tuesday's debate on "Policies for the 90s", former Labour MP Colin Phipps told his fellow Social Democrats that vouchers were not "SDP policy, not necessarily Anne's policy, quite probably tongue-in-cheek policies".

He was wrong. Mrs Sofer is serious about vouchers. And she is sticking by her policy of converting the Assisted Places Scheme into a sixth-form scholarship scheme providing places at independent schools for bright working-class children.

In short, Anne Sofer, and a good few of her friends, have embraced policies previously the preserve of the Tory radical right.

One such friend, Professor Robert Skidelsky, sounded like an older Roger Scruton. The education service cannot be maintained out of taxation, so private funding is essential, he declared. "All parents should be encouraged to make "voluntary" contributions to their children's schooling.

But because the professor is a Social Democrat and not a rabid free marketeer, the philosophy is tempered by social conscience. "The most important problem facing us is that of the under-class" – a problem to be surmounted by granting cash payments to the poorest consumer, thus enabling them "some effective choice of supplier".

And if the voucher does not sufficiently enhance the life chances of the under-class "why not expand the Assisted Places Scheme to the point where we can offer weekly boarding, for a minimum number of years, to all children from deprived areas, in attractive but disciplined, semi-rural settings. The children of the so-called under-class need more training in the bourgeois virtues".

I am being unfair. It is because of the perceived threat from the Scrutons of this world that Mrs Sofer has adopted her current posture. "It is important that someone like me, someone of the Left, takes up the challenge of the Right," she explains.

The challenge is to devise a viable school system for the 1990s which accepts the right of parents to have much greater choice while protecting the poor. If it is not met, she says, the Right will have it their own way and, as always, it will be those least able to look after themselves, the "under-class" of the inner-cities who will suffer most.

Whatever else might be said about the SDP, the level of debate at its annual conference is invariably more intelligent, more serious, than that at the gatherings of its rival parties.

Thus it was that several speakers attempted to explain their politics by reference to theoretical concepts. The clearest exponent of this approach was the ex-communist Sue Slipman who has abandoned socialism but retained her Marxist rigour. She touched on three concepts; structure, Thatcherism, under-class.

The three interact to provide an explanation of a society in which a considerable proportion of what used to be called the proletariat believe their interests to be inextricably bound up with those of the traditional ruling class. It is sometimes clumsily-called "embourgeoisification" and it is what the Prime Minister is hell-bent on doing to the inner-cities having achieved it in the outer suburbs, the expanding new towns and large chunks of the West Midlands.

The SDP is uncertain how to respond to this process. To a member they regret its most obvious consequence – the continuing dominance of the Conservative Party – and genuinely deplore its social cost, the creation of a new under-class devoid of skills, work, hope and a future. But many, most notably David Owen, admire the Thatcherite desire to create a nation of home-owning, share-holding, consumerists. That SDP shibboleth, the social market, is little more than a belief in free enterprise modified by a concern for the have-nots.

The challenge for Sue Slipman, Anne Sofer and Robert Skidelsky is coming to terms with the structural changes brought about by eight years of Tory rule – the growth of the independent schools, the impoverishment of many comprehensives, the continuing unattractiveness of teaching for scientists and technologists – and the increasing ideological hegemony of Thatcherism.

The notion of hegemony is an important one. Crudely put, it means accepting that voters are opting for the Tories because they believe in the values espoused by them – and if that is what the customers want, then is it not what a democratic political party should give them?

Parents, argues Mrs Sofer, want more choice and vouchers is the way to give it to them. But in order to protect the weak, the voucher should only be "cashable" at schools which did not impose selection tests, did not charge additional fees, and were recognized as efficient by HM Inspectorate.

In a similar vein, Mrs Sofer, "whose heart is in the inner-city comprehensive school", has radically changed her attitude to the independent sector. Parents want them, they have a role to perform, perforce a sensible education policy must attempt to obtain the best from them in the interests, not of a few, but of the many.

It must be stressed that Mrs Sofer is "simply putting ideas forward for discussion". Whether the merged SDP/Liberal party will take on board her ideas is open to speculation.

Mr Owen, the presumed leader of the yet-to-be formed mark 2 SDP, is already a convert. He considers the Sofer plan "the bees knees" and it must be likely that he will enthuse his supporters.

Mrs Sofer, however, is not an Owenite but clearly identified with the "mergerite" wing of the party. She has been invited to speak at a fringe meeting at the forthcoming Liberal Party assembly, where she is optimistic of finding supporters.

She will not get it all her own way. Mrs Rosie Barnes, the official SDP education spokeswoman, and paradoxically the most ardent of Owenites, is clearly unhappy about what she perceives as a drift to the Right.

In particular, she is worried that elements within her party are intent on "sliding us into more open support for the independent sector". She remains unrepentant in her belief that a lot could be achieved by "scrapping the public schools overnight". A view, she is quick to point out, not shared by the rest of the SDP and emphatically not official policy.

Indeed, Mrs Barnes could soon find herself at odds with her former leader. Dr Owen has decided that opting out, provided there is no back-door selection, is a policy well worth supporting. Mrs Barnes disagrees, as does Mrs Sofer. To merge or not to merge is not the only issue the Social Democrats are going to be arguing about over the next few months.



Geoff Franklin

Rosie Barnes: worried at drift to Right

Prep school heads swell NAHT numbers

by Bert Lodge

The National Association of Head Teachers with 28,000 members, increased its numbers by nearly 600 this week with the automatic admission of all heads belonging to the Incorporated Association of Preparatory Schools.

The agreement reached by the two associations was ratified on Wednesday at the annual conference of the IAPS in Oxford. Mr Tim Fisher, chairman and head of Bilton Grange School, Rugby, told the conference that the move would give preparatory schools a national voice.

Mr David Hart, general secretary of the NAHT, welcomed the prep school heads into membership. "It demonstrates that we are committed to both the maintained and the independent sector – working together instead of talking to one another across a fence."

The prep schools' heads, however, are still undecided whether to follow the example of the NAHT and admit all deputy heads to full membership. When the NAHT took this step two years ago it recruited more than 1,000 new members in the first two months and several thousand subsequently. But while the IAPS has some deputy members it is considering proposals to admit no more.

Mr Fisher said there was a "purist" argument in favour of the policy of the Headmasters' Conference that permitted only one member per school and qualification by school rather than by the head.

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Technology still lacks woman's touch

Only one girl in 50 on the Technical and Vocational Education Initiative opts for technology subjects, according to the annual report of the Manpower Services Commission published this week.

Even though this represents a sevenfold increase in the number of girls considering a career in technology since the TVEI was launched in 1983, the MSC is still far from being able to claim that its equal opportunities policies are working.

Similarly, only one girl in 40 on TVEI courses studies information technology. Despite reflecting a 16-fold increase since the TVEI began, this is disturbing as IT courses often replace those offering traditional secretarial training.

Where an equal opportunities breakthrough has been made it was often dramatic, as shown by the Fawcett Society's decision to give 5 of its 11 "positive action" awards last year to TVEI schools for encouraging girls into non-traditional areas.

The Commission is, however, aware of the shortcomings and has launched a booklet for schools and colleges, aimed at boosting equal opportunities on the TVEI.

Copies of *TVEI Developments 2 – Equal Opportunities* are available free to teachers from the TVEI Information Point, 236 Gray's Inn Road, London, WC1X 8HL. (Tel. 01-278 0363, ext 4055).

PLATFORM



The abusing parents of the next generation are sitting in our classrooms now, says Peter Maher. That is why we must look for curricular solutions to child abuse

Breaking into the cycle







Almost two decades ago, Kempe first coined the phrase, "the battered baby syndrome". He also offered an interesting six-point analysis of the phases through which a society had to pass before it adequately dealt with the problems of child abuse. Some of our recent reactions to the problem, as typified by press coverage of the events in Cleveland, place us in a very primitive stage on that scale.

Teachers, at least, have to step back from the emotion, the anger and the distress, if they are going to be of any help. As in any other crisis, to get caught up in the hysteria is not going to allow us to be effective helpers. This article attempts to find ways that the teaching profession might respond more appropriately, through the curriculum.

There is an interesting parallel with the Aids epidemic and similar sorts of steps have to be taken. Do not doubt that child abuse is at epidemic proportions; child abuse is the *secret* epidemic. Estimates of the levels of abuse vary, though there is common agreement on a figure of 10 per cent of our children as abuse victims. (Some research has placed the figure as high as 38 per cent of the population.) The implications of such figures are frightening. In a normal class of 30 fifth-year pupils, for example, at least three will be or have been abused. (With the higher estimates, this might rise to 11 or 12.)

The argument that I put forward here is that similar priority needs to be offered to the issue of child abuse as the Government has given to the Aids epidemic. We need to commit public money for training and for publicity. As importantly, we need to accept that our cultural norms have to change if we are going to reduce, in the longer term, the levels of violence towards children. It is in this latter respect that our school curriculum might be of great significance and it is in this role that teachers might have the greatest effect.

It is understandable that much emphasis in teacher training has been placed on the recognition and detecting of child abuse or on curricular initiatives that focus upon child safety programmes. Let me state quite clearly that I think such work is important and that I applaud, with few reservations, much of the effort being made in this field. (My only regret is that such training has been left to the initiative of individuals or organizations like the National Association for Pastoral Care in Education rather than being accepted by the Department of Education and Science as their responsibility.)

I must question however, whether this role is the most appropriate or effective one that teachers can play. My thesis is quite simple and so painfully obvious but it seems to have been neglected by nearly everyone. In, say, 10 years' time another generation of adults will have grown up, many of them will have had children, and a proportion of those will be torturing, attacking, sexually-assaulting or mentally-tormenting their offspring.

This new generation of abusing parents are sitting in our classrooms today; they are a "captive audience"! While we might not be able to recognize which of our charges are the potential abusers of the future, there may be work that we can do with all our students that will begin to affect attitudes. We may, in this way, begin to modify those cultural norms which will affect our attitudes to children in years to come and we may be able to affect the behaviour of some of those potential abusers.

In order to understand the potential curricular implications, we first need to understand which are those factors that will contribute to an environment where abuse takes place. In turn, we need to appreciate that no single set of factors is an absolute guarantee that children are being abused, rather it is like building a house of cards; it may be possible to pile on quite a number before the house comes crashing down; the number will vary each time and there is no telling which will be the final and critical element which is added.

As I identify each of those factors, I would ask whether schools are or could be doing anything to affect them. Is it possible, through the curriculum, to prepare students for a particular set of circumstances? The growing emphasis on personal, social and moral education seems to suggest that it is.

In all abusing environments, a number of the following factors are present:

☐ An assumption that children have no rights and are there to serve the needs of adults and to be subservient. Such an attitude is commonly linked with a similar set of views held about women; both women and children are held in low esteem within our society and this is reflected in their unequal treatment when compared with boys and men.

☐ Of particular significance is an attitude towards sexuality. Women are often portrayed, even in the daily newspapers that we may read, as sex objects. Men (and others) are encouraged to believe that the gratification of their sexual needs is the single most important factor. Gratification through sexual activity with young children is a short step from this point.

☐ Violence figures increasingly in our lives and is placed before us in a seemingly unending diet especially as portrayed through television and newspapers. Violence is now accepted by many as a natural first recourse to resolve problems or disputes. We seem to live in a society that accepts, even approves of, violence at a personal, social or national level.

☐ Parenthood skills have been assumed as naturally present in adults; perhaps at a time before the breakdown of the extended family, situational training made such an assumption reasonable. In an abusing environment, and I suspect in many more homes, parenting skills are often inadequately developed.

☐ Typical in an abusing environment is the total breakdown in relationships, certainly between the responsible adults. Establishing relationships is something that we seem to fall into (and out of) and we often have little understanding of what makes a sensible liaison. Partly this must come from self-knowledge. The staggering increase in the levels of marital breakdown should give us pause for thought; perhaps schools have a role to play here?

☐ In many abusing environments, money is in short supply. This is not to say that all abusing families are living in poor, squalid conditions; the advent of easy credit and of credit cards has placed all families in danger. How well do we prepare all our students to cope in the jungle of personal finances?

☐ Drug and alcohol abuse is common to many abusing environments. Again we must avoid the stereotype which assumes that drugs and alcohol mean heroin and methylated spirits; valium and two gin and tonics before breakfast will do just as well.

☐ One of the greatest violences that can be inflicted on any human being is the violence of unemployment, (in certain circumstances read "redundancy" for unemployment). Much of our education system is still preparing students for full employment; part of our responsibility might be to more effectively prepare them for periods of enforced leisure.

☐ A family suffering many, or all, of these circumstances might be able to survive, might be able to cope, if they had the support of family, friends and neighbours. Often this is not the case. Families are increasingly diffuse, communities are less and less viable as a supportive infrastructure, and isolation within a densely-populated neighbourhood is commonplace. The role of schools in creating and encouraging community support, activity and responsibility is well documented.

It would be wrong of me to try to be prescriptive about the detail of how these curricular initiatives might develop; some will merely extend the existing work of the school. Rather it must be for each school to determine how best they might reflect some of the issues that have been mentioned.

I am not suggesting that all of these potential inputs to the curriculum mean that teachers should do more. Instead, given an awareness of the significance of these curricular issues to the safety and well-being of generations of children, I suggest simply that teachers might be encouraged to offer a different emphasis to their work.

After all, what have I proposed? That we cover areas of work including equal opportunities, developing a balanced view of sexuality, discouraging violence, training in parenthood skills for all children, money management, abuse of drugs, alcohol and other substances, preparation for the world of work and leisure (sometimes enforced leisure).

At least as important as all of these is the question of community. Schools must look closely at the ways in which they function; in many cases, ways that at present actively discourage community involvement. Teachers, social workers, paediatricians, and psychologists cannot, as an isolated group, hope to affect levels of abuse; communities can. Communities where all members, including teachers and other professionals, accept responsibility for members of that community, particularly the most vulnerable, will be communities that care and where children, and others, are safe and where abuse would be unthinkable.

Peter Maher is principal of Harold Hill Community School, Havering, and secretary of the National Association for Pastoral Care in Education. He is editor of Child Abuse: the Educational Perspective, *published this week by Blackwell.*

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Lessons in child care should be compulsory, says Margaret Rickelton

Helping tomorrow's parents

In the light of the Government proposals for a national school curriculum, serious and long overdue consideration should be given to the inclusion of child development studies for all senior pupils: not as an option for non-academic girls, but a compulsory academic subject with weight and examination status, taught by specialist teachers and possibly studied to varying levels, according to pupils' abilities.

Knowledge about children's developmental needs has increased rapidly in recent years, but this knowledge is not, as yet, being disseminated to those who will need it most – the parents of tomorrow.

Dr Alan Gilmour, director of the National Society for the Prevention of Cruelty to Children, endorsed the point when he remarked on the very high rates of child abuse that: "Many parents need to be taught how to care for their children."

Sir Keith Joseph, as Social Services Secretary (1970-74), first coined the phrase "cycle of deprivation" and, while applauding "those who see the solution in terms of alleviating marital deprivation – poverty and poor housing," he insisted; "I am not shaken from my view that there is another dimension to the problem and that one of the ways of tackling it is likely to be by promoting wider understanding of the emotional needs of children and of the importance from the earliest years of the quality of the relationships between a child and those who are responsible for his care.

"As a separate initiative Mrs Thatcher (then Education Secretary) and I held meetings with a wide range of voluntary, professional and other organizations to discuss ways in which people might be better prepared for parenthood and we received many valuable suggestions."

During this period, the Department of Health and Social Security asked Dr Mia Kellmer Pringle, the director of the National Children's Bureau, to prepare an account of the "needs of children". The outcome was her book of the same name, in which she repeatedly emphasizes the need for education and "preparation for parenthood".

My own experience lies in general nursing, child psychiatry, health visiting and, more recently, investigating mother/toddler problems in the community, as a member of a large-scale action/research project based in Newcastle, the Newcastle Mother and Toddler Project, directed by Dr A R Nicol, now professor of child psychiatry, Leicester University. I am now a full-time housewife and mother of an active three year old boy, and in a position to reflect on 20 years of working with families from all walks of life.

My observations can be condensed into several relevant points:

1. There is a dearth of knowledge of children's developmental needs within the community as a whole, regardless of social class.

2. Emotional/behavioural problems in children are widespread, particularly in the vital pre-school period, and parents are not enjoying their children as they might.

3. Parents who are having problems with their children are usually misguided and unaware of their children's needs. Intervention at this point is difficult. Feelings of anger and inadequacy tend to predominate and many families react negatively to anything other than practical help. Therefore, simple advice and short term treatment programmes by community health-workers are largely ineffective and, in any case, are impracticable in view of the high proportion of families involved.

4. Longer term professional intervention (as available in child guidance clinics, child psychiatry dept etc) holds no greater promise for the vast majority. Their work is time-consuming, expensive, dependent on high parental motivation and commitment and carries stigma for the average family.

5. Primary prevention is vital, and must begin with education. Just as we aim to prevent physical ill-health by education about smoking, diet, exercise etc, we must also try to prevent emotional ill-health by educating tomorrow's parents about their children's needs.

There can be few occupations in which untrained personnel are allowed to take responsibility and carry out their duties in such a haphazard "hope for the best" way, and yet, we are seemingly prepared to allow young people to embark on parenthood without any knowledge base whatsoever.

In the words of Dr Pringle: "Modern parenthood is too demanding and complex a task to be performed well merely because we have all been children ourselves."

She insists: "a strong case could be made out for including three new areas of knowledge in the curriculum of all secondary schools: first, an understanding of human psychology; second, preparation for parenthood; and, third, education for leisure. An effective programme of preparation for parenthood would have to adopt a wide and comprehensive base. It should deal with the whole area of human relations and, in particular, with child development. . . ."

Finally, the status of child rearing itself must be raised. Staying at home to look after the children must be regarded as the important, worth while and challenging occupation it is. Financial incentives for so doing should not be ruled out. First and foremost, however, the recognition that the in-depth study of child development is as essential to the nation as the "Three Rs" must be accepted and acted upon.

NEWS

DIARY

Extra passengers

One consequence of the Government's grand plan to introduce market forces into the school system could be the proliferation of education consultants, currently one of the growth industries in the United States.

Californian consultants Carter and Associates are typical of the new breed of troubleshooters. They're currently organising "assertive discipline" sessions for school bus drivers, to help them cope with unruly students.

"Students' negative behaviour is most often caused by their own frustration, so drivers shouldn't take it personally," they are advised. They're also given tips on reading body language and tone of voice.

As a result of these sessions, one lady bus driver asserts: "I've learned how to maintain control without losing control." Another driver, with 14 years on the job, recommends pulling over to the side of the road until the mayhem stops.

It seems, listening to all this, that being an education consultant is a bit of a doddle. Just the job for some of those education office staff who stand to lose their livelihoods once Mr Kenneth Baker's brave new Reform Bill gets on the statute books.

Highbury manager

More news of Highbury Grove, the popular inner London boys' comprehensive where tradition counts, pupils wear black blazers, and the right-wing Tory MP Dr Rhodes Boyson first cut his political teeth.

If you remember, Mr Lawrie Norcross, who succeeded Dr Boyson as headmaster in 1974, and who is also on the radical Right, caused a stir in May when he announced he was taking early retirement. He was, he said, fed up with political interference from the left-wing Inner London Education Authority.

It's now emerged that only 18 people have applied for the vacancy, despite the £29,000 salary which makes it one of the highest-paid jobs in teaching. The governing body has decided to readvertise the post.

The poor response has not surprised Mr Norcross, who claims headships in the ILEA have become "professional minefields" and a constant source of aggravation and stress. "It's very sad," he said.

The chairman of the school's governing body, Mr Adam Sedgwick, a Labour appointment, does not think there's anything peculiar about Highbury Grove (neighbouring Holland Park, he points out, had to readvertise more than once to fill its vacant headship) but he concedes that "to follow two conspicuously idiosyncratic heads may not be the easiest thing to do".

Highbury Grove, he asserts, "is much more a typical inner London boys' comprehensive school than both the previous heads would give you to understand and Mr Sedgwick hinted the governors may be looking for a change in headship style.

So would-be applicants, take note.

The plot thickens

The GCSE, under attack from the radical Right (who claim it is a plot to subvert academic standards, notably the A level), has now drawn fire from the non-radical Left.

The latest issue of *Education for Tomorrow*, the organ of Communist sympathisers in the teaching profession, lambasts the new exam as "an unscrupulous attempt to impose in a shameless fashion ruling class ideology onto the education of the working class".

Acronym

Sue Surkes examines new research into the impact of comprehensive reorganization

Scots weigh the fruits of egalitarianism



In Scotland comprehensive education is said to have achieved the results Mr Baker wants

Comprehensive reorganization has helped to improve examination performance, particularly among working-class youngsters, according to a major study published this week.

The study, carried out by Edinburgh University's Centre for Educational Sociology, focused on 40,000 Scottish pupils who left school in 1976, 1980 and 1984.

Those in the early cohort received their secondary education while comprehensive reorganization was taking place. Those in the last cohort only started secondary school once the changes were virtually complete.

The study shows that the proportion of middle-class children achieving at least one O grade – the equivalent of an O level – rose by 5.5 per cent to 88.5 per cent over the period, while the percentage of working-class youngsters doing so increased by 12.5 to 60.5 per cent.

Working-class girls improved more than their male counterparts, although both did better. The proportion of working-class girls obtaining at least one O grade leapt by 16 per cent to 64 per cent between 1976 and 1984. The comparable figure for working-class boys was 57 per cent, representing a rise of 9 per cent.

The percentage of both working and middle-class boys gaining at least one Scottish Certificate of Education Higher grade – the equivalent of an A level – rose by 3 per cent. The comparable figure for working-class girls was 11 per cent, with a 13 per cent increase among middle-class girls.

Mr Andrew McPherson, co-director of the CES, and Professor J Douglas Willms, of the University of British Columbia, say the trend towards equality of attainment between the classes has not fully worked through to the upper levels of achievement and the later stages of secondary schooling.

Speaking to *The TES* earlier this week, Mr McPherson further pointed out that the social class gap in attainments at the Higher grade widened between 1962 and 1976.

The two researchers conclude that the case against comprehensives can "no longer rest on grounds of practicality or standards, but only on grounds of values and cost". And they warn that the "pessimistic" interpretation of comprehensive reorganization in England and Wales may be "premature".

They say the Scottish evidence shows that the lower the levels of selection, creaming and segregation, the lower the effect of social class on attainment tended to be. By contrast, the longer established the comprehensive school, the higher attainment tended to be.

"We would be surprised if a comparable study in England and Wales did not show comparable relationships," they comment.

Mr McPherson told *The TES* that the Scottish results could be generalized, to an extent, to England and Wales, partly because previous research had shown similar patterns on both sides of the border.

Despite the general improvements, however, the investigation found that large social class differences in attainment remained. The gaps were widest in the cities and smallest in the New Towns.

Furthermore, the researchers warn that the full effects of parental choice, the Assisted Places Scheme and the prospective opting out of some maintained schools from l.e.a. control will only emerge in later cohorts.

"It may even be that a later historical perspective will have to acknowledge the early 1980s as the high point of egalitarian reform, both in Scotland and in England and Wales."

The study authors say it is unlikely that changes in exam standards or in patterns of examinations could, if they have occurred at all, account for variations in attainment.

There were two reasons why pessimism was premature, Mr McPherson said. There was no up-to-date research on the situation in England and Wales. And in England in particular, reorganization had still not gone as far as it had done in Scotland.

"What the Scottish research shows is that comprehensive reorganization, fully implemented, has delivered precisely the educational outcomes that Mr Baker is now seeking for England and Wales, mainly raising standards of attainment for children of all social backgrounds."

They also say that the links between declining job prospects, increases in voluntary school enrolments and a rise in conformist behaviour indicated, for example, by a drop in "serious" truancy, cannot account for the changes alone.

To explain the ways comprehensive reorganization might have contributed to better exam performance, and a narrowing of the attainment gap along class lines, they point to the following:

☐ Reorganization gave all pupils a formal opportunity to take certificate courses by abolishing selection at age 12.

☐ The abolition of selection at 12, the closure of many short-course schools and the redefinition of school catchments led to a more representative social mix across schools in many communities. The researchers contend that working-class pupils perform better where such a mix is found.

☐ Schools "learned how to improve". The longer the schools had been comprehensive, the higher their levels of attainment tended to be.

Pro-selection lobbyists remain unimpressed

The Edinburgh University study does nothing to undermine evidence that selective school children do better in exams than their comprehensive counterparts, Mr Roger Peach, chairman of the National Grammar Schools Association, claimed this week.

The Department of Education and Science's *Statistical bulletin 13/84* had, among other reports, made the superior performance of children from secondary modern and grammar schools quite clear, he said.

Describing the Scottish study as a last-ditch attempt to dissuade Mr Kenneth Baker from pursuing his plans to increase parental choice, Mr Peach said anything other than improvements would have been surprising given the fact that education spending in Scotland had doubled in real terms over the past 15 years.

Mr Stuart Sexton, former political adviser to Sir Keith Joseph and now director of the education unit at the right-wing Institute of Economic Affairs, said the researchers could not assert the improvements were due to comprehensive reorganization because they did not know how the same pupils would have fared in a selective system.

The survey results were welcomed, however, by the incoming director of the Centre for the Study of Comprehensive Schools, Mr Neville Stewart. The study provided "accurate information" as opposed to the "speculation, myths and rumours that have become all too common, based on very spurious or non-existent facts".

A DES spokeswoman said the Education Secretary would read the study "with interest".

Past studies this side of the border have come up with different conclusions about the comparative success of comprehensive and selective schools.

In *Examination Results in Selective and Non-selective schools*, published in 1983 as part of the National Child Development Study, Jane Steedman concluded there was very little difference between comprehensive schools and grammars and secondary moderns in terms of overall exam achievement.

By contrast, in two studies, published in 1983 and 1985 for the National Council for Educational Standards, Dr John Marks, Baroness Caroline Cox and Dr Maciej Pomian-Srzednicki found that youngsters in a combination of grammar and secondary moderns performed substantially better in exams than their comprehensive counterparts.

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PRIMARY

Sarah Bayliss talks to an ILEA researcher who has seen the fruits of her labour put into practice – in Canada

Striving for excellence can hold surprises



Geoff Franklin

Louise Stoll: an infant teacher at heart

The work that Louise Stoll likes best is talking to people inside schools. "Emotionally, I'm still an infant teacher. I'm not the kind of researcher who enjoys filling in questionnaires," she says.

She has just returned from a challenging year in Canada where – as a British researcher – she has had the rare experience of putting findings into practice.

Today, Louise Stoll will address a meeting at the annual conference of the British Educational Research Association in Manchester. She will describe how a small suburban authority 3,500 miles away – the Halton Board of Education in Ontario, Canada – has become committed to British research, has appointed a task force with a budget, and has devised a five-year plan for systematically applying it to all schools.

Seven years ago, Louise Stoll, a psychology graduate, was teaching infants at Kingsgate School in Kilburn, north London. She was then seconded to the Junior School Project, a study by the Inner London Education Authority of school effectiveness, under the direction of Dr Peter Mortimore, then head of the ILEA's Research and Statistics branch, and now newly-appointed professor of education at the University of Lancaster.

The JSP was concerned with the attainment and progress of 2,000 junior-age pupils over a four-year period in 50 randomly chosen ILEA schools. Its findings were released in four weighty volumes last year and will be published in more accessible book form in the New Year. The title sums up its main conclusion – *School Matters*.

The study was the most rigorous of its kind to date – spelling out what made one school more effective than another in terms of the progress that its pupils made. It said – according to a quote from a paper by the Halton school board – "The school to which a child belongs can have a beneficial or a negative effect upon that child's progress and development . . . It has been shown that the school makes a far larger contribution to the explanation of progress than is made by pupils' background characteristics, sex and age."

'My criticism is not against teachers, but the way they are treated'

In an effective school, *all* children had reading and maths scores approximately 25 per cent higher than their counterparts in an ineffective school.

With a wealth of data behind it, the study recommended 12 ways in which schools could try to improve themselves.

"Some people," says Louise Stoll, "are surprised how much of what we found is common sense and I would hope that it is. But there were some surprises."

The common sense parts are such things as the significance of purposeful leadership by the headteacher and the importance of intellectually challenging teaching and a work-centred environment.

Among the surprises, she says, are the clear disadvantages suffered by summer-born children and the fact that heads seem to be at their most effective when they have been in post for between three and seven years.

The approach of the ILEA has been to absorb these findings into its overall policy-making and to use them to back up the recommendations made earlier by the Thomas inquiry into primary achievement. Thomas was not research-based but proposed such things as a whole school development plan whereby every school could map its future.

According to Barbara MacGilchrist, the ILEA's senior staff inspector for primary, the JSP – a summary of which was sent to every school – has given a "much sharper edge" to the issues raised by Thomas and a clear focus for development plans. It has also led to a reorganization of in-service training for heads who are at the short, mid or long-term stages in their schools.

At the same time, it is well known that months of teacher action have hindered a lot of in-service work and must therefore have hindered spreading the message of the JSP.

Louise Stoll draws several contrasts with the Halton Board of Education in Ontario where she has spent the past 12 months and which, compared with some of its own neighbours, is considered a 'progressive authority. One contrast is the respect which teachers themselves are accorded.

"They're rated as first-class citizens and they're proud of what they do. They're paid more than American teachers, and when I left here, they were earning twice as much as British teachers."

Reflecting on the British experience, she says: "It's hard to expect commitment from people unless you value them professionally and pay them accordingly. My criticism is not necessarily against teachers here but the way they're treated."

Another contrast is the respect in which research is held – very little is home-grown research – and the business-like attitude towards applying it.

"There's no question that a great deal is going on here towards school improvement, but it's not always based on valid research."

In Halton, there is a strong conviction about the rightness of the JSP findings and about its secondary school predecessor – *15,000 Hours*.

A paper written last year for the school board's elected members stated unequivocally: "The challenge for educators is to translate research findings into day-to-day practice."

For several years, Halton had made school effectiveness the main theme of its annual conferences for school principals. One year, a keynote speaker was Peter Mortimore who had worked on *15,000 Hours* as well as on the JSP. The generosity of the ILEA then allowed Halton to borrow Louise Stoll on an exchange.

A number of factors from both pieces of research were summarized by Halton which included: clear academic and social behaviour goals; order and discipline; high expectations; administrative leadership; community support; high academic learning time; frequent monitoring of pupil progress; a coherently organized curriculum; a variety of teaching strategies and opportunities for pupils to take responsibility.

These were the features which, it was hoped, would be observable in a "future state" of schools. A five-year plan was drawn up with a committee to "organizational effectiveness" and under this, a task force was appointed.

Louise Stoll joined the task force along with nine heads of schools, a curriculum co-ordinator, a superintendent – equivalent to an education officer/inspector – and a director. Its brief was to prepare for the "future state" and to "assess, plan and budget" a programme for greater effectiveness in all Halton's 90 schools – 17 high schools and the rest elementary.

One major task was to find methods and instruments for assessing success and effectiveness in addition to the standardized tests already in use. The Junior School Project had much to offer in this respect and the emphasis was also on schools finding their own methods of assessment. Grants are available for encouraging these kinds of efforts.

"It is understood that striving for excellence must come from the bottom upwards rather than from the top down. If plans for improvement have no meaning to the school itself, then there won't be any change," says Louise Stoll.

One of her jobs was to address all the principals of Halton's schools, get them interested, but also to lead them into greater involvement. Staff are currently being offered in-service courses which are tailor-made for the programme covering such factors as intellectually challenging teaching, the need for maximum communication with children and having a wide repertoire of teaching styles.

It is still early days for the task force – one year into the programme. A major event in the transition period will be an international conference on school effectiveness to be held in May 1988. "To be a success," says the school board, "we must begin now."

Back in England, the results of these changes will be watched with interest by Dr Desmond Nuttall, current head of ILEA'S research branch, says he is "delighted" by the Canadian responses.

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NEWS

Built on a foundation of science

BA BELFAST 1987

Most of the work of the British Association for the Advancement of Science is geared towards the young. Ian Nash looks at some of the results in his final report of its annual meeting, held in Belfast last week.

Eleven-year-old Katrina Duffy became quite an expert on the architecture of Le Corbusier and Frank Lloyd Wright during her last year at St John's primary school in Swatragh, Northern Ireland.

And, like her friends, she could turn a pretty mean trowel when called on to erect the odd building or two. But it was the science and technology behind the project to build a model village that fascinated her most.

"I thought concrete was boring – you know, just sand and cement – until we did the work," she said, while giving a guided tour of examples of their work, on display at the primary science fair at the BAAS annual meeting.

She spoke with disarming confidence about the importance of "compressive and tensile strength tests" when designing concrete structures and added, with all-consuming fascination, that through the project science touched on every subject – art, history, geography, mathematics.

(For the uninitiated, a tensile strength test is a measure of how much tension a substance can stand without breaking.)

Now aged 12 and off to secondary school, she and her classmates expect to carry their experiences into their new educational setting. Her teacher at St John's, Mrs Fiona Hagan, commented; "I don't think they perceived it as science as such." Nevertheless, science was there.

It typifies what the BAAS is best at. Activities for the young make up two-thirds of the association's work. But, as academics and heads of industry stressed last week, the enthusiasm dies long before children make their career choices.

Sir Kenneth Durham, BAAS president, has no doubt that the cause is "the dreadful public image of science".

He says a major cause of disaffection is the shortcomings of both the Government's and industry's attitude to funding research.

He warns that the association, with its increasingly interventionist stance, will "get rough" if the Government does not increase spending on basic research. "Quite apart from the actual money, it is a signal to youth that the Government and country believe in science."

Professor Jeff Thompson, chairman of a newly-formed BAAS executive committee for education and youth, says: "Unless the Government can deliver on this then the image of science in the eyes of young people will take a tremendous knock. More potentially good scientists will be put off."

Many young people at the meeting admitted that a life of science offered an unattractive prospect compared with management and the City financial markets.

Chris Johnson, the 16-year-old national president of the British Association Youth Section (BAYS) says there is no lack of interest among primary and secondary school pupils. "We had 7,000 people at the national BAYS day conference last March and our regional Thames-Avon meeting attracted 250 people, despite the teachers' dispute. It is the teachers the BAAS must reach if they are to attract the pupils," he says.

In promising to take a more active role in the shaping of science policy throughout the education system, the BAAS has become a corporate body, with a five-year plan to strengthen its regional structure, increase membership and improve the public image of science.

The corporate image may be new, not so the aim to be more political. The BAAS was established in 1831, largely because of discontent about British science. It never questioned the fact that the Government was paymaster; it merely asserted that the paymaster was mean.

But then, there was never the emphasis on science for youth that there is today. The shift in emphasis within BAYS shows the association's determination to "get them young", and make people more understanding of the needs of science and industry while still at school.

In recent years the efforts of the BAAS, have improved the chances of children such as Katrina Duffy of carrying through their experiences from primary to secondary school.

The Young Investigators award scheme to encourage scientific study by eight to 12-year-olds has attracted more than 28,000 children in 1,600 groups throughout the UK since 1983. The secondary equivalent, Creativity in Science and Technology (CREST), attracted 1,400 11 to 18-year-olds in its first year, with 5,000 to 9,000 expected this year.

Mr Alan West, CREST national co-ordinator, says the scheme has been adopted in surprisingly inventive ways, often to provide "accreditation" for technology and Technical and Vocational Education Initiative courses. Leicestershire has adopted the scheme to motivate under-achievers and Birmingham uses CREST to promote technology in three girls' schools.

A major part of the new BAAS programme is to expand this style of project work, improve links with industry and other professional groups, such as the Association for Science Education, and encourage its 15 subject sections to organize more conferences and festivals other than the annual meeting.

It also aims to increase circulation of its schools magazine *Scope* to 20,000 by 1990, promote science lower down the primary school, involve non-science teachers in teaching the history and ideas of science, broaden the range of study for all 16 to 19-year-olds and make a direct assault on the shortage of qualified teachers.

In addition to the education and youth committee, two new committees have been set up for public affairs and the annual meeting, backed by a Science Support Unit to help shape rather than merely react to new science policy.

All this requires money, not only to help finance the subject committee's new activities but to employ extra support staff. The association needs to increase its annual turnover from £400,000 to £700,000, and it plans an appeal, probably in the New Year, to raise around £5 million to give it a secure financial base.

Professor Thompson is determined that efforts (particularly by his committee) to inform and shape school education policy should not be hampered if the association falls short of its financial target.

The first salvo was fired last week when Sir Roy Harding, secretary of the Society of Education Officers and president of the education section of the BAAS, said "confused thinking" and hasty and "ill-considered" decisions by the Government threatened to lower school standards.

In so doing, he spelled out a possible platform for the BAAS to offer alternatives to the initiatives from the TVEI, the national curriculum, plans for schools to opt out of l.e.a. control and local finance management.

The Government is moving fast, so the BAAS must act swiftly. It's muscle may well be tested later this month when it draws up a paper on the national curriculum. Mrs Barbara Smail, an officer of the BAAS, says it should "be defined in terms of skills and attitudes, not subjects as such.

"Nor should it have anything to do with statements such as 'a child must know Archimedes' Principle by 13'." She believes the Government will be flexible on this – although her optimism is not shared by Professor Thompson who believes it could be a hard fight.

He insists that whatever the outcome of the immediate battles, the success of the BAAS and its role in shaping education will depend on the willingness of more teachers to become active members.

Under the new structure, a proportion of the £15 membership fee is divided among three subject sections, chosen by the individual. Education is one of the choices and its continued success, particularly at the annual meeting, will depend on keeping up that support.

"For the first time, there will be a dynamic element. If a section does not maintain healthy membership, it will come under review.

As head of the education and youth committee, Professor Thompson will work to ensure that interest does not wane, but he stressed that if teachers really care for the sort of initiatives that have won the heart of pupils – like Katrina Duffy – to science, then there is no substitute for an active membership.



Under scrutiny: why does enthusiasm for science die?



Keeping watch: the BAAS is determined to 'get them young'

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PHOTO FEATURE

Mulling over nautical pursuits



Taking a break: a pupil snoozes while a friend watches for fish

While the beaches of Britain drew their usual crowds of sunseekers this summer, 20 pupils from the Shiney Row comprehensive school in Sunderland headed out for a holiday of a more adventurous kind.

As part of a joint expedition with the borough's Herrington Burn YMCA, they spent an action-packed two weeks on and around the Scottish island of Mull.

The 14 to 19-year-old boys took turns on an ex-fishery protection vessel refurbished by YMCA members and ex-Shiney Row pupils. They toured some of the Western Isles, took part in elementary navigational and nautical training, and went fishing, catching mackerel and one dogfish.

Based in a remote Mull house owned by the YMCA, they also tried ridge walking, wildlife spotting and hay baling to help the island's crofters. Even the rain could not dampen their spirits.

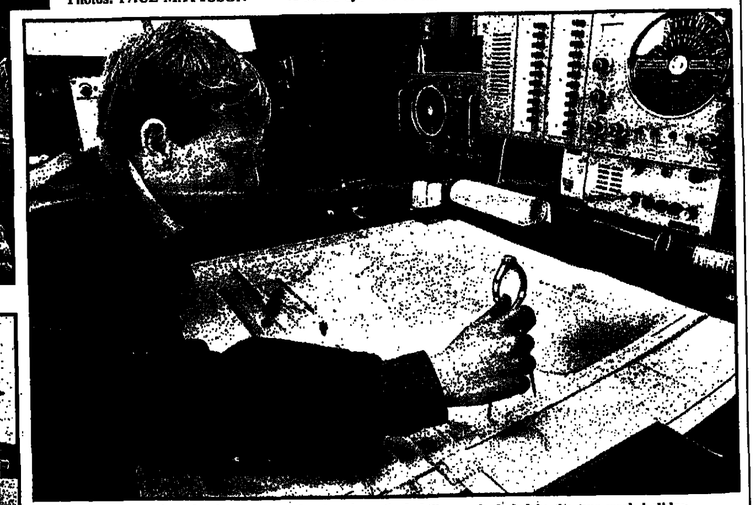
"I think they get the satisfaction of taking part in an activity that is completely new," said Mr Chris Jones, organizer at Herrington Burn YMCA. "There is a feeling of being independent, because quite often they have to take responsibility on the boat. I think they get a lot of excitement."

● Further information about the YMCA's Mull-based residential programme is available from Mr Jones at the YMCA, Herrington Burn, Houghton-le-Spring, Tyne and Wear.

Photos: PAUL MATTSSON



A boat's eye view of the Western Isles



Charting a route: an introduction to navigational and nautical skills was included in the two-week holiday



Journey's end: a Shiney Row line-up



Watchful eye: a pupil takes over the wheel



Land ahoy! the boys spotted seals, puffins and an eagle



Organisers at the Nottingham EcATT conference held on 4 July 1987. Left to right are; Angela Keane (TTNS), Linda Thomas and Steve Hodkinson (EcATT Directors) and Keith Evans (HMI). EcATT are launching an information service on TTNS this month, which will keep schools and colleges informed of their project material. For details contact mailbox: TCD100175.

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THE TIMES NETWORK SYSTEMS



Organisers of the conference — Initial Teacher Education: Exploring an Industrial Dimension, at Cambridge in July. Left to right; Bob Blackledge (Industry Matters), Dr John Williams and Graham Anthony (Engineering Council), Dr Will Scott (University of Bath), Sylvia Williams (Homerton College) and John Raffan (Cambridge University). The Engineering Council make good use of TTNS in promoting Industry-Education ties.

TTNS LINKS INDUSTRY-EDUCATION

MIDLAND BANK, TTNS AND YOUNG ENTERPRISE

Over the weekend of 18/19 July, Warwick University hosted the Young Enterprise National Company Conference for 1987 at which the Midland Bank Awards were presented to the top three Young Enterprise companies.

The Young Enterprise scheme is aimed at introducing 15-19 year olds to business life. In groups of 15-20, they set up and run their own companies, acquiring a knowledge of how business operates and the problems and challenges it entails.

Information about the Midland Bank involvement with the Young Enterprise scheme can be found on the Midland Bank TTNS database. This holds business related information which can be used either in a company environment or in the classroom.

This database can be accessed by typing MIDLAND at the TTNS system prompt '>', or via option 6 on the Commercial and Industrial Information Providers database.

Other features of the Midland Bank database include New Resources for schools (many of which are free!), the Midland Bank Economics database, Competitions and how to 'Mind your own Business'.

You can request resource packs, leaflets and videos for use in the classroom, or even visits from your local Midland Bank representative, all while you are online.

The Midland Bank is encouraging active support of TTNS and schemes like Young Enterprise to promote better links both in education and industry. If you would like to see how these links influence you, log onto TTNS and have a look.



The first prize of the Midland Bank trophy, together with a cheque for £1,000 was presented to DUEL, a company made up of 6th formers from Duston Upper School, Northampton, which produced magnetic games to sell to local companies for use as executive gifts.

SCIP FORGING LINKS USING TTNS

The School Curriculum Industry Partnership is working hard to give an industrial dimension to the curriculum. It does so by encouraging LEA's to second a teacher to work with SCIP. At present eighty one SCIP co-ordinators have been appointed in sixty two LEA's. The SCIP co-ordinator encourages and facilitates dialogue and collaboration at school level between teachers, industrialists and trade unionists. Across England and Wales many exciting new initiatives are being developed by co-ordinators, teachers and their industrial communities.

One of SCIP Central Team's principal functions is to network together SCIP LEA co-ordinators which encourages the dissemination of practice and the professional development of co-ordinators. It does so by bringing co-ordinators together for three days once a term on a regional basis. This networking process is now developing further with the assistance of the Industry Education Unit of the Department of Trade and Industry. The Unit has generously provided SCIP co-ordinators with the hardware necessary to take advantage of the facilities offered by TTNS.

"The electronic mail service and the ability to facilitate the further development of a data bank of schools-industry practice, coupled to the excellent training and support systems, made a partnership with TTNS an obvious course of action for SCIP," according to Jack Peffley, National Co-ordinator of the School Curriculum Industry Partnership.

IBM INFORMING YOU

Schools and Colleges now have access to a special IBM Information Service via TTNS. The materials sent out by the IBM Schools and Colleges Information Service will be found useful in current Information, Computer and Business Studies courses. The broad range of topics covered should ensure that it is also of interest to teachers from a wide range of other disciplines such as Humanities and Sciences. The material can be used for project work with children, in the development of case studies, and for the improvement of general background knowledge among teachers and students.

Teachers may choose from a variety of materials including Project Packs, wallcharts, commercial application briefs and software manuals. Teachers and lecturers can request the information they require from mailbox no. YYY057, stating the name and address of the teaching establishment concerned. For further details see the IBM database on TTNS.



MUSE now uses TTNS extensively to communicate with members and give colleagues up to date information about activities. Peter Cave (above), MUSE course director talking to a group of delegates at the annual Nottingham conference held in July.

MUSE UPDATE

A number of overseas users of electronic mail were present at MUSE this year, including the Times Network Swedish system manager, who is currently making plans to extend the use of TTNS in Sweden.

Brent Robinson of Cambridge University included a fascinating account of the role of electronic communications in children's language development and particularly, its importance in extending the audience for childrens written work.

Brent now receives Email from pupils, seeking his comments on the draft of a piece of written work. Using TTNS, Brent can easily download the item into a word-processed file, work on it and then return it, thus greatly enhancing his role as expert and adviser.

THIS MONTH ON TTNS . . . .

TIMES NETWORK FRENCH PILOT LAUNCHED

From September TTNS will be running a pilot link between 12 British schools and 12 French schools. The project has the support of the FMVJ (Federation Mondiale des Villes Jeunelées) and is therefore based upon linking schools that are in towns which are already twinned. FMVJ announced the pilot at an exhibition for town councillors, held during their 12th Congress, at Grenoble in July.

The French schools will be allocated TTNS mailboxes free of charge, for the purposes of the project. Pupils and staff will progress from exchanging personal and general information, to planning specific projects around which material can be exchanged, that can form the basis of translation and discussion work in French language classes.

TTNS hope that the pilot will move on to involve other subject classes, undertaking joint project work which may encompass aspects of the local economy, geography, industry or any subject area deemed appropriate by staff. Participating schools will come from all over France and Britain, including Villeneuve d'Ascq, Allonnes, Le Havre, Stirling, Sleaford and Southampton.

TTNS CLEARING DATABASES SWING INTO ACTION.

On 17th August prospective students who had not gained high enough grades in their examinations were able to use the TTNS Clearing Databases to find out whether there were any alternative vacancies left in their subjects. Now the initial stampede is over, users can quickly access the system, which contains information on University, Polytechnic and Teacher Training vacancies and is updated daily by UCCA, PCAS and CRCH.

Each entry on the database contains the course name and code and the abbreviation for the Institution offering that course so students would be well advised to have the UCCA or PCAS handbook nearby when they are using the database. The service will be available for the duration of the clearing period, until the end of September. For further information about this service contact Sarah Payne, TCD031.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

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IN BRIEF

Moon rises

Mr Bob Moon, head of Peers comprehensive school, Littlemore, Oxford, for five years, is to be professor of education at the Open University from January. The school has excited international attention both for its development of modular courses and for its community education work. Mr Moon, a teacher for 21 years, was previously head of Bridgewater Hall on the pioneering Stantonbury campus in Milton Keynes, home of the Open University.

He says the job change is a "logical step", and is looking forward to studying developments on in-service training for teachers, as well as the consequences of the Government's proposed education reforms.

CATE deadline

The Government body set up in 1985 to scrutinize teacher training courses has had its term of office extended to the end of 1989.

When the Council for the Accreditation of Teacher Education began work in January, 1985 it was envisaged that the survey would be completed within four years. Mr Kenneth Baker said this week that by the end of 1989 all courses which existed when the council started should have been scrutinized.

Roman honour

Two 14-year-old English children will help to launch Sport Aid '88 at the World Athletics Championships in Rome on Sunday. With 10 other children from around the world they will run into the Olympic Stadium behind Omar Khalifa, the African athlete who started last year's "Race against Time". Melanie Pickersgill, of Willowgarth high school, Barnsley, and James Murphy, of Acton high school, west London, earned the honour by winning the 1,000-metre races that Sport Aid staged at Crystal Palace last month.

Naughty children excluded too long

by Sue Surkes

Naughty pupils may be missing out on at least nine months of schooling because local authorities are confusing the procedures for exclusion and referral for special education.

The Advisory Centre for Education says the use of exclusion as a route to assessment and statementing is not only a "persistent problem" but a breach of the spirit of the 1981 Education Act which stresses the importance of involving parents in assessment and of providing help before a problem becomes critical.

The role of educational psychologists is crucial, ACE maintains. Their automatic involvement in exclusion cases increases the likelihood of referral for special education and confirms to governors and heads that such a move can legitimately follow exclusion.

If a referral is made, the pupil sometimes stays out of school until the procedure is complete, often for nine months or more, ACE says. Some parents feel under pressure to comply with the assessment and statementing procedure just to get their child back into school.

In 1986, ACE conducted a survey of l.e.a. exclusion procedures and found that 32 authorities encouraged heads and governors to involve the educational psychologist. In some authorities, the psychologist's involvement in exclusion was automatic. In others, special education placements could arise from case conferences held to discuss exclusion.

ACE proposes that pupils should only be brought to the attention of psychologists via the procedures adopted by schools to identify special needs at an early stage.

The psychologists should only be involved in exclusion cases if the pupils are already known to them, it says.



For your eyes only: Peter the tortoise comes under close scrutiny from Angela Whitbread of the British Chelonia Group which offered free advice on tortoise care and nutrition at the People's Dispensary for Sick Animals in Chiswick last Saturday.

Psychologist calls for more pupil choice

The Government should allow pupils to make more choices about the subjects they study rather than impose a national curriculum which would be "disastrous", Mr Christopher Brand, a psychologist at Edinburgh University, said this week.

Speaking at a seminar organized in London by the right-wing Social Affairs Unit, he said attention had to be paid to crucial individual differences in intelligence.

The current system provided too general an education which failed both to challenge brighter children and give the less intelligent the skills for jobs, he added.

Mr Brand, a supporter of the voucher system, did not advocate a return to selection on the grounds of the upheaval it would cause and the time it would take. Instead, he suggested giving children more choice and allowing them to take classes with youngsters of different ages but the same intelligence.

The first step had to be to let the "tired egalitarians" who "wish to impose this drab uniformity and education pitched at a low intellectual level see what happens when we allow a bit of choice to children".

The universities, which allowed choice, seemed to have been the happiest educational places in recent years, even though some students' choices appeared to be "very casual".

Mr Brand, who specializes in the study of intelligence, claimed the influence of social class on IQ had been overestimated.

He cited research carried out by, among others, Michel Schiff, a Paris-based nuclear physicist, which showed the IQ level of related children brought up in different environments to be similar.

The researchers studied 20 pairs of children. One of each pair had been placed in a foster home with parents in the wealthiest 20 per cent of the population. The other remained with the real mother in relatively poor socio-economic circumstances.

After 12 years in these different environments, the average IQ of the fostered children stood at 106 while that of their half-brother or sister measured 97 to 98, Mr Brand said.

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ITV Schools does, however, constantly update and replace programmes both nationally and locally to suit curriculum needs.

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From the next morning, **9.30am Monday 14th September,** all you will need to do to see **ITV Schools** programmes will be to press the Channel 4 button.

4

ITV SCHOOLS

Reforms demand 4,000 extra staff, says NAHT

James Meikle reports on the initial responses of the largest headteachers' union to the Baker package

An extra 3,000 modern languages teachers and 1,000 science and technology teachers will be needed in schools to meet the demands of the proposed national curriculum, says the National Association of Head Teachers.

In its response to the Education Bill, the association says it bases its estimates on the present take-up of modern languages – about 35 per cent in the fifth year and more than 80 per cent in the third year – and the new requirement for compulsory science and technology teaching.

The NAHT recognizes that a national curriculum could help teachers' performance in the classroom and raise standards, but says the proposed allocation of the timetable (90 per cent of it will be laid down centrally) will prove to be a strait-jacket.

Essential areas, such as careers, economic understanding, health and personal or social education, will be "squeezed out".

The association, which represents 28,000 heads and deputies, is against fixed age-related testing, while recognizing the need for diagnostic testing. Administration of the tests at 7, 11 and 14 will need "a huge amount of additional resources".

The NAHT expresses concern at the "draconian powers" being placed in the hands of the Education Secretary who will specify qualifications offered to pupils up to 16, regulate qualifications and courses for 16 to 19-year-olds, lay down foundation subjects, prescribe attainment targets, and set arrangements for assessment, including testing and exams.

A special working party of the NAHT's council spent two days last week preparing papers which it expects most of its members to support. Formal documents will be submitted to the Department of Education and Science later this month.

The heads support the general policy of devolving financial management, providing schools benefit from efficiency savings. And they say local authorities must not "move the goalposts" and reduce areas of the budget.

The NAHT warns of difficulties in finding a formula for allocating money, highlighting the example of Cambridgeshire where at least 12 attempts have failed. Heads, senior colleagues, governors and non-teaching staff will all need training.

It says schools will opt out of local authority control in "the leafy lanes and middle-class areas" where they are threatened by reorganization, closure or the loss of sixth forms, rather than in areas like Haringey, Ealing, Brent and the Inner London Education Authority.

"We cannot see how opting out will improve standards in those many schools which remain in the l.e.a. system, nor can it be argued that a relatively small number of new independent schools will provide a wider choice for the overwhelming majority of parents."

The heads attack the "mind-boggling" concept that a simple majority of parents can vote for opting out. They say the required majority should at least equal the number of parents of half the pupils on roll.

They say the simple majority vote "makes a mockery of the Government's expressed wish to give governors greater power and greater status. It puts excessive power into the hands of parents whose interest in a school is inevitably transient . . . thereby binding future parents whose children have not yet reached school age."

Pay and conditions should remain at least as good as at present and l.e.a.s should be compensated for the transfer of premises to governors of an opting-out school.

The NAHT says the transfer and one proposal to increase admission limits to 1979 levels will make it difficult for l.e.a.s to make any plans.

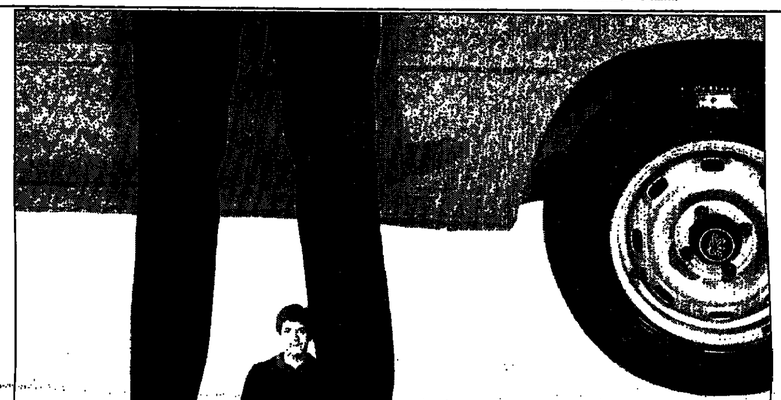
It also warns of "non-viable" schools having to be kept open for social or geographical reasons; or because oversubscribed "popular" schools turn pupils away. These will need extra teaching and non-teaching staff to meet the demands of the national curriculum.



Into the blue: Cardiff biology teacher Chris Howes, a finalist in the World Wildlife Photographer of the Year competition, is in the Bahamas as official photographer for an international team of divers who are exploring the "blue holes" – treacherous underwater caves – off Andros Island.



Pronounced needs: as many as 3,000 modern languages teachers may be required.



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The TUC conference opens in Blackpool next week. James Meikle talks to its president, Fred Jarvis

Cheers from the old campaigner

Fred Jarvis and his TUC colleagues seem determined to look on the bright side as they prepare for a week by the sea in Blackpool.

Membership may be falling, belt-tightening may be in order, and job cuts in the bureaucracy may be on the way, but better times could be just around the corner, if you see the world through the glasses of Mr Jarvis, who rounds off a year in the chair of the TUC general council by being president at the annual congress.

He concedes that the unions need to reconsider their effectiveness after yet another 12 months of political marginalization, and another election victory for the party intent on carrying the process still further.

"That doesn't mean any questioning of basic purpose," said Fred Jarvis. "It is still collective strength on behalf of working people. They are better served by organization than by leaving every individual for himself or herself."

The National Union of Teachers, which he has served for more than 30 years, the last dozen as general secretary, is having to reorganize itself. About 40 of its administrative jobs are likely to go over the next three years, although compulsory redundancies are not on the cards. The union has lost its absolute dominance in the profession as members consider the attractions of other organizations.

Fred Jarvis is angered by suggestions of crisis, however. Strict budgeting and adoption of priorities have always been necessary even in times of expansion. Now such practice can help the TUC in general, and his own union, meet the challenge of the future.

He is sensitive to criticism from within the union movement that such policies reek of Thatcherism. "Our position is not to be compared to Thatcher. Thatcher is giving taxpayers reductions instead of improving services. Unlike taxes, people do not *have* to pay a union sub and we are in a competitive situation. We cannot ignore that. The more effective one campaign is, the less likely another at the same time is likely to be. It is common sense that there are limits to the number of things you can be called upon to resource."

NUT leaders believe the worst may be over in terms of declining membership, with continuing resentment at the suspension of negotiating rights, distrust of Government education policies, and, among secondary schoolteachers, anger at what they see as the burdens of GCSE work, providing grounds for NUT recruitment.

NUT regional offices will not be cut at all, says Fred Jarvis. Indeed they will have special volunteer firefighters from retired officials and teachers to help sort out the individual casework that is likely to result from the new imposed conditions of service.

He shares the traditional union antipathy to large sections of the press and broadcasting services. "The amount of serious information they give is pathetic." He is clearly enthusiastic about the recruitment package, including video and advertising, to be launched at Congress – such enthusiasm dates back to his years as head of NUT press and public relations.

Speakers at Blackpool will call for more measures to encourage the benefits of trade union membership among young people in schools and colleges and on training schemes – calls that will no doubt provoke allegations of political bias from some politicians.

Fred Jarvis, however, points to perfectly respectable, long-standing schools-industry projects where the trade union side is presented in a way that is not just "selling soap".

"If the Government is saying it wants young people to know about the world of work, and not just to tell them how marvellous capitalism is, then they need to know about the scope and role of trade unions, just as they need to know about management."

He argues that the professional integrity of teachers, trade unionists though they be, is a safeguard against indoctrination. He is also annoyed by suggestions that teachers are anti-industry. Proper materials, and not just good guest speakers or video films, are necessary. "In many schools there is not even a phone to use or a filing cabinet."

Like other teachers' leaders, Fred Jarvis is surprised that the Government's suspension of negotiating rights for the profession has so far failed to stir the grassroots of the Labour movement into real protest, although other TUC leaders have joined in complaints.

"It is not lack of sympathy. Maybe we haven't asked for enough support. But we are in the front line and have been hit by a strategy which is highly damaging to all public services. To deny a major profession the right to negotiate with employers and Government is outrageous, indefensible and will not last long. We are not saying we want to run the service or the country."



Fred Jarvis: a stimulating year



A keen amateur photographer, Fred Jarvis took this picture of Kiev schoolchildren performing in the Soviet equivalent of a teachers' centre

The appointment of Mr Ken Graham, former TUC deputy general secretary, to the Government's interim advisory committee on pay and conditions, was a concession by Mr Kenneth Baker, the Education Secretary. "It is valuable he should be there and one or two of the other members are reasonably sensible, although the under-representation of the profession is pretty marked. (There are two retired heads among the eight members.) It is not what we are entitled to, so let's hope it's pretty short-lived. With goodwill, Baker could have restored our rights by next April."

The Fire Brigades Union is among those unions that have seen the teachers' experience as a possible forerunner for public sector workers in general, and there is likely to be strong opposition at Congress to the prospect of regional or area pay awards to teachers or other local authority or Government employees.

Fred Jarvis, while recognizing the value of some arbitration procedures as a safety valve, also resents what he sees as Government attempts effectively to remove the right to strike at all. Time-consuming machinery would also not solve, for instance, matters of principle, such as those of Pounds wick, where teachers struck against attempts by Manchester authority to force a school to take back suspended pupils, or over health and safety issues, he argues.

The NUT and the other TUC-affiliated teachers' union south of the border, the National Association of Schoolmasters/Union of Women Teachers, can also expect strong support next week for their condemnation of city technology colleges.

Even for an old TUC campaigner like Fred Jarvis, there were new challenges beyond the continuing battle to get organized labour's case through to the Government. One of his key jobs over the last year has been to head the organization's 19-member nuclear energy review body, which went to examine the effects of the Chernobyl disaster in the Soviet Union, visited Sweden, toured three nuclear sites in this country, and met for study weekends, before producing an interim report for this year's Congress.

The review body wants a moratorium on new nuclear installations and an acceleration of building coal-fired power stations while a number of issues, including the risks to health and public safety, are further examined.

Fred Jarvis thinks its work will be an important contribution to further consideration of the whole nuclear energy issue, inside and outside trade unions.

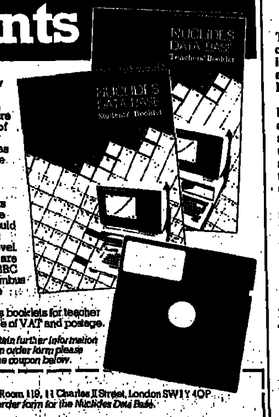
The Soviets seem committed to nuclear energy as part of their economic development. "I was there in the Cold War as president of the National Union of Students and you have to acknowledge real change has taken place, intellectual as well as material."

The study will continue, with Soviet trade unionists visiting this country in November, and Fred Jarvis, who visits the United States next month, hopes to probe American unions' experience as well.

Only one thing seems to have depressed the 62-year-old teachers' leader as he tackles his TUC address. He doesn't like having to write down a set speech. He prefers extemporizing, although some connoisseurs might think this makes him go on even longer.

He is a man who finds it impossible to spend his entire life spitting venom, abusing the Government or Mr Baker, as cynical, monstrous, outrageous. He loves Chinese food, racehorses, photography, West Ham United and, heaven help us, his work. "In some respects it has been a heavy year but it has been a very enjoyable and stimulating one."

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Fewer pupils take meals as costs rise, survey shows

by Susan Greenberg

The Labour Party's latest survey of the cost of school meals shows a general increase from this autumn, with higher-than-average price rises in non-Labour-controlled authorities.

Mr Frank Dobson, Labour MP for Holborn and St Pancras and campaign co-ordinator of the party, said the average price of school meals had gone up from 25p in 1979 to 64p this autumn, and that the proportion of children taking school meals had dropped from 66 to 52 per cent.

He also claimed that more than half a million children would effectively lose their right to free meals from next April, when families currently claiming Family Income Supplement and Housing Benefit will receive an extra 44p per day instead of a free meal. "My survey shows that 44p will buy a meal in only one authority in Britain," said Mr Dobson.



Hard to swallow: the price rises

According to the survey the average price of school meals will be 59p in Labour, 67p in Tory, and 69p in Liberal areas. Five authorities, all Labour-controlled, will charge less than 50p for a primary school meal: the Inner London Education Authority (40p), Derbyshire, Haringey, Manchester and Sandwell (45p).

The education authority charging most for a primary school meal is Tory and Alliance-controlled Avon, at 80p per day. Of the 10 other authorities charging more than 70p, four are Tory (Enfield 77p, Harrow 75p, West Sussex and Bexley 72p), one Liberal (Isle of Wight 73p) and five under no overall control (Hertfordshire 77p, Somerset and Cambridgeshire 75p, Wiltshire 74p, and Stockport 72p).

The proportion of children taking up school meals was 65 per cent in Labour areas, 35 per cent in Tory and 39 per cent in Liberal areas, according to the report. Doncaster, Manchester, Cleveland, the ILEA and Haringey, all Labour-controlled, have take-up rates above 75 per cent. The lowest take-up rates were in Merton, (Tory, 25 per cent), Richmond (Liberal, 28 per cent) and Hampshire (no overall control, 9 per cent).

Jobs charity makes redundancies

Youthaid, the national youth employment charity, is making three out of its five employees redundant and is launching an urgent appeal for funds, because of a severe cash crisis. The organization needs to raise a substantial but undisclosed sum in the next few weeks to survive.

The management council is also making a bid for longer-term finance from statutory bodies, such as government departments and quangos, in return for work on specialist research projects.

The cash crisis has arisen because the usual applications to trusts and industry have not resulted in enough financial pledges to guarantee its future.

Youthaid, which usually plays the role of gadfly to the Government, feels it would still offer an attractive service to government departments because its research and record for accuracy has won wide respect.

The kind of research subjects being considered by the management council include assessment of Youth Training Schemes for local authorities and industries, and the lack of consistency in the proportion of recognized qualifications being awarded to YTS trainees, a subject that has troubled the Manpower Services Commission.

ILEA staff rebel over temporary contracts

by Francis Beckett

The Inner London Education Authority is facing a revolt by 8,000 support staff over its new recruitment policy. They are unhappy because vacancies are being filled by staff on short-term contracts or consultants.

The Greater London Staff Association (GLSA), which represents more than 70 per cent of the ILEA's support staff, has retaliated by advising its members not to cover some vacancies.

Since July 1 staff have been refusing to cover vacancies unless they are advertised within four weeks and someone is offered the job within two months of the closing date for applications. They have also said they will not co-operate with agency and consultancy staff, or do work associated with a post that has been deleted from the establishment.

The staff association has warned that: "The policy . . . will be intensified if any fine manager or supervisor implies, threatens or attempts disciplinary action against any GLSA member who is following the . . . instructions." And the ILEA will take the threat seriously. Since the abolition of the Greater London Council in April last year, the association's ILEA members have taken limited industrial action twice, and both times the authority has been forced to back down.

The GLSA complains that temporary staff are being hired on the lowest grade – and when their contracts expire, they are given further temporary contracts. Junior staff are being asked to take on duties of senior colleagues and given no extra pay. And agency staff are being used extensively, especially in divisional offices where, in some cases, more than 5 per cent of the staff are temporary.

At a more senior level, there are often long delays in appointing staff, and although the Labour authority has vigorously opposed privatization, consultants are being used to do work that has traditionally been done by ILEA staff.

The post of assistant divisional education officer in the Islington divisional office was vacant for 13 months before it was filled in May. It took so long to appoint the editor of the authority's new newspaper, *ILEA News*, that the first issues had to be produced without him.

The Building and Property Services Department is short of quantity surveyors, architects, engineers and technicians and is having to rely on consultants. Consultants have also been brought in to produce publicity material for the Events Department, bypassing the ILEA's publicity and design staff.

The ILEA has had its budget ruthlessly squeezed, and this year's budget meetings had to cope with an estimated £125 million shortfall. One option proposed was that only one in three support staff who left should be replaced. It was rejected, but, says GLSA, something of the sort is happening anyway.

Some vacancies are hard to fill because the right people can earn more elsewhere. This is especially true of accounts staff in divisional offices near the City of London, such as Islington, Camden and Westminster, and in the Building and Property Services Department.

The ILEA equal opportunities policy also plays a part. All posts must be advertised both internally and externally, and advertisements must be placed in a range of ethnic minority publications. This makes advertising complicated and expensive, and is one of the reasons why the staff advertising budget was £250,000 overspent last year and has had to be increased to £2 million for next year.

The GLSA did not decide lightly on its "no cover" policy, says Mr Arthur Capelin, general secretary.

"We have had this problem for several years but recently we have been swamped with complaints. Our members are now saying that they cannot carry this burden any longer."



Deirdre Wood: surprised at the timing of the GLSA action

Mrs Deirdre Wood, the ILEA staff committee chair, is surprised at the timing of the GLSA action. "The situation has greatly improved in the last six months. My latest information is that the vacancy rate for main grade support staff is running at 2½ per cent and we are continually trying to improve on this."

New YTS competes for sixth-formers

by Jeremy Sutcliffe

Fewer 16-year-olds are staying on at school because of the new two-year Youth Training Scheme, official statistics have revealed.

Participation in full-time education after the fifth year, which reached a peak of 50 per cent in 1982/83, has fallen back to 46 per cent in each of the past two years. This coincides with the introductiof of the extended YTS, according to the latest statistical bulletin published by the Department of Education and Science.

The decrease has been largely in further education and among non-A level students. Part-time participation, which includes YTS trainees, rose from 9 per cent in 1982/83 to 16 per cent in 1985/86, the latest date for which figures are available.

All but 14 of England's 96 education authorities showed a decline in full-time participation and all but four a rise in part-time participation.

But levels of participation varied considerably, ranging from 31 per cent in Gateshead and 32 per cent in the London borough of Barking, to 68 and 71 per cent in the London boroughs of Barnet and Harrow.

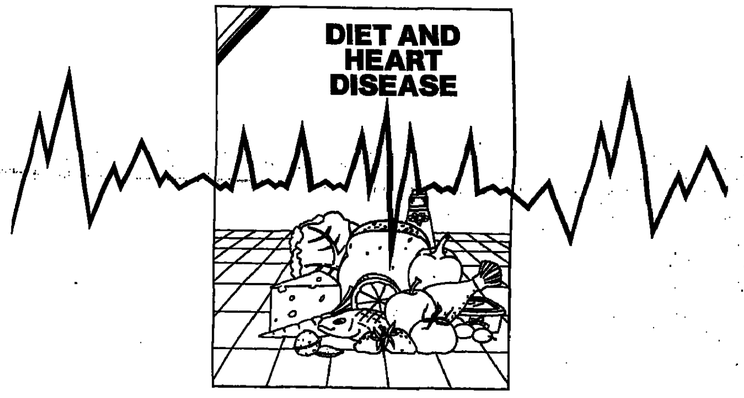
Part-time rates also varied markedly, from 6 per cent in Barnet to 38 per cent in St. Helens.

The DES says the differences partly reflect variations in social and economic conditions, employment patterns and opportunities for day release courses.

There are also marked regional differences, with Greater London and the affluent south-east joint top of the full-time participation league (both 51 per cent), followed by the south-west (48 per cent), West Midlands (44 per cent), north-west, East Midlands and East Anglia (43 per cent), Yorkshire and Humberside (42 per cent) and the north (40 per cent).

Statistical Bulletin 6/87, DES, Elizabeth House, York Road, London SE1 7PH.

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SCHOOL TO WORK



Filtering down: turning alcohol into vinegar



Seeking a solution: Solihull sixth-formers are ready to test their product

Ian Nash reports on a scheme to 'infiltrate and subvert' the A level curriculum – the Solihull TVEI

Taking the initiative to the most able students

The man from Manor Vinegar was so impressed with the efforts of Solihull Sixth Form College students that he is considering using their work to improve the design of his factory plant.

For the A level students, it was a race against time. After a guided tour of the vinegar brewery, they were divided into groups and given 10 hours to come up with their own fermentation units in a boffins' laboratory at the college science department.

They agreed that biotechnology research was the last type of work they would have expected to be offered as undergraduates, let alone while they were still at school or college.

Similar sentiments were expressed by other students who – as directors of a small wholesale business – wrested control of the school mini-company in what has become known as "the computer room coup".

They are among 26 volunteer guinea pigs in a scheme that is as exacting as it is precarious for students whose uppermost thoughts are on grades for university, college or a good job – the Technical and Vocational Education Initiative.

Mrs Mary Schofield, TVEI co-ordinator for the borough, said there was much talk of it being "for all" and there had been good work with a wide range of abilities in the 14 to 16 age group. "But we must look at what the initiative has to offer the most able."

Without it, she doubted that the scheme would retain its credibility. "It is vital that we look at the whole programme as one available to all 14 to 18-year-olds and we can only do that if we have institutions for students over 16 involved."

She insists that the case for the TVEI in the fourth and fifth years is more than proven. "We have raised staying-on rates particularly in the north of the borough where the TVEI was first introduced," she said.

Last year, rates throughout the borough improved by 10 per cent, but within the TVEI, which was entering its third year, the figure was a dramatic 50 per cent.

Solihull came in on the second round of the scheme in 1984 and it was offered at the sixth-form college for the first time last September. All college students must do four hours non-GCE work and volunteers were sought to replace that with TVEI courses in manufacturing technology and business studies.

Of the 26 on the course, only one had previous TVEI experience. Mr David Jackson, college principal, said: "I warned them that it would be no easy option – quite the opposite".

It involves modular studies in computing, electronics, production planning and design, sales and marketing, quality control, research and development, finance and biotechnology. They were all expected to run their own company under the Young Enterprise scheme.

Mr Jackson stressed that "they are not treated as a special group, nor are they isolated from the other A level students". Other compulsory features include work experience, residential courses, records of achievement and counselling.

'I warned them that TVEI would be no easy option'

Much of what is on offer – particularly the Young Enterprise scheme and biotechnology – is available to non-TVEI students and this raises the question: Why bother with the initiative? The answer – to infiltrate and subvert the A level curriculum.

Mrs Schofield sees it as "a method of boosting curriculum development in a particular direction". It was too early to tell how it would change the sixth-form curriculum but benefits beyond the academic have become immediately apparent.

Mrs Jenny Robinson, a tutor for the Young Enterprise students, has been monitoring progress, and has noticed the general growth in co-operation and team work. Their communication skills have improved and they see each other as an additional learning resource.

Most significantly, "I have noticed a definite difference between the enterprise students on the TVEI scheme and those studying the ordinary A level courses – TVEI students show something extra."

Not only is the initiative more structured but also students are expected to take more responsibility for their own learning. The students themselves say it has three marked effects by clarifying their career objectives, broadening their interests and helping them understand the "relevance" of their A level studies.

Jason Hill, financial assistant to a mini-company which had sold 77 shares at 25p each, only to see them plunge to 18p, was bemoaning the fact that "we will make a loss" when Debbie McClelland leapt in and offered a more sophisticated alternative: "No, we will have negative profit".

Some of the directors have already decided on the strength of the TVEI that they want to go into business. Mark Norman always wanted to go into design for a big company, but now "I would prefer to set up my own", he said.

All students opted for the Young Enterprise examination and passed, including two with credits and one with a distinction, this year. Lisa Tresigne, with the distinction, has the offer of a job with Smith and Nephew and the possibility of university sponsorship.

The "computer room coup" occurred in the profit-making retail company, Newco, when seven boys staged a board-room revolt against the girl managing director because they disagreed with her leadership approach. It raised considerably more debate than the issue of management styles.

There is considerable industrial involvement in the design of many courses, practical assistance and assessment and the offer of work shadowing and industrial secondments for staff and students. Links with education have been built up since about 1982 and have been boosted considerably by the TVEI.

Companies taking part include Avery's, Land Rover, Lucas, British Gas, GEC, Austin Rover, Texas Instruments and Courtauld's. In the initial weeks, an adviser from Land Rover was almost permanently on hand for help and advice.

The most significant impact of industry, however, has been to accelerate the pace of change within the college. As Mr Henry Syska, the science lecturer, noted: "Things must happen in days rather than months."

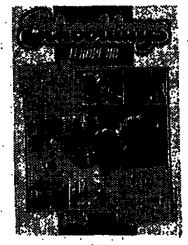
One result has been to push studies to the frontiers, such as in the biotechnology research which is testing new possible developments for A level studies with the merging of biology and chemistry. A spin-off has been to encourage inter-departmental co-operation.

"It is a luxury for the lecturers, not just the students, to be involved in biotechnology teaching. It is one of the important technologies of the future," he said.

At this time of a contracting education profession and low staff mobility, the lecturers have welcomed the stimulus of change. They have also welcomed the chance of management training, not through the l.e.a. but by invitation from groups such as the TSB.

No one at Solihull Sixth Form College pretends that the TVEI will revolutionize the A level curriculum overnight, if at all. But they all say that if A levels are to change, then the TVEI must clearly be allowed to play its part.

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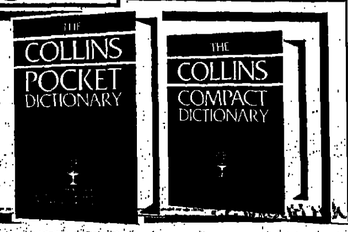
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n. 1. the state or quality of excelling or being exceptionally good; extreme merit; superiority ...



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NEWS

Cyril Mapley, self-ordained 'superteacher' is calling it a day. Bert Lodge on the idol of the radical right

Record breaker's career draws to a close



Retiring personality: Cyril Mapley has worked his last term

The man who taught his way into the *Guinness Book of Records* has quit the profession a year early. Now that 64-year-old Cyril Mapley can no longer enter scores of pupils for their A level in technical drawing at the age of 16 and watch a staggeringly high percentage of them come out successful, the job is no longer for him, he reckons.

"It's the new regulations which have come in with the GCSE. The graphic communications course – that's what they call it now – is a statutory two years." That was said a little wistfully. Then, conscious that *noblesse oblige* he added: "I can see the need for change and the merits of the new exam but I can't function efficiently at quarter speed so I thought it was time to go."

On the last day of the summer term, Cyril walked down the drive of Tunbridge Wells grammar school for boys for the last time.

It was in 1981 that legend was born though for the previous 10 years he had been putting fifth-formers in for A levels. But in 1981 he entered 53 pupils and 49 passed (he also got 40 out of 46 15-year-olds through O levels). The searchlights of publicity swung round on Cyril. Television interviews, newspaper hype . . . the personality behind the percentages began to emerge.

At least he offered no magic nostrums: first, his enthusiasm for the subject so that working at it was made enjoyable (indeed, nothing so dreary as homework was set; only "leisure pleasure"). Any laggers along Cyril's briskly-trodden road were always welcome at lunchtime "clinics".

Add to work, his old-fashioned disciplinarian approach. "Look at my walls. There's no 'Chelsea rules OK' here. They know Cyril rules." And the impression that he was ready anytime to convert his two-foot rule into a wand of correction usually saved his having to. Moreover the "leisure-pleasure" was always set a week in advance so no excuse for not handing it in was accepted. And he insisted on a parent's signature on it.

Yet this picture of the ruthless pro dedicated exclusively to exam results is chronically misleading. There must be many a citizen of Kent who knows Cyril Mapley only as the cheerfully dinner-jacketed lead-half of what is now down to a two-piece band; to others he is that persuasively successful vendor of sewing-machines. And when all this left him too much leisure on top of full-time teaching he ran a building concern.

"Look at my walls. There's no 'Chelsea rules OK' here. They know Cyril rules"

So this onetime dockyard apprentice had reason to feel pleased with himself. Now, add an extrovert personality plus the practical man's traditional contempt for what he calls the "church-university" orientated content of education and the scene is set for some abrasive encounters.

For a start not only did he call in 1981 for a national title of "superteacher" to be created (with the sash implicitly draped over his own shoulders, of course) but he was also noisily contemptuous of that silent army of honest plodders in other areas of the profession who will never ring the high bells he has rung.

"Sack 'em!" he declared, supplying the delighted tabloids with the sort of stuff they usually have to invent. How many, Cyril? "At least 100,000 of 'em." Gleeful sub-editors moved him straight to the top of the page. (Later he claimed the figure of so many dud teachers was no more than was estimated by HM Inspectors in a report a few months later).

Inevitably as the '80s advanced he was eagerly embraced by the educational Right, their self-confidence growing as it did under the "concern for standards" banner of Sir Keith Joseph. Soon he was addressing the National Council for Educational Standards and not much later he was on it.

He did not equivocate. None of the semantic hesitancies of the academic such as "I would have thought" or "Some might say" for Cyril. In a document he produced entitled "Educational Reform (My Suggestions)", he wrote: "Stop pushing the soft options like history, geography, Eng. lit. RE, sociology and the like. Drop the BA at universities – let those who want study for it at home.

"No modern languages to be taught before the sixth form. Children, regardless of ability or enthusiasm, are being forced to learn these subjects – taught mainly by poor teachers – and the results show it.

"All exam candidates should pay their own fees except where there is financial hardship. The fee would be rapid for a successful result.

"Abolish RE. It belongs to Sunday, let the churches deal with it.

"Parents should pay an on-the-spot fine of £5 for their children's truancy. And all damage to school property, including labour costs, should be charged to parents.

"Teachers should have the same legal right as parents to punish the children in their charge."

For all his certainty that he would qualify for one, Cyril shared the majority of teachers' mistrust of premium payments for "good" teachers (typically he wrote to Kenneth Baker to tell him so). "It will be open to abuse. Payments will probably go to golfing friends of the head. Only pupils can judge the performance of a good teacher."

Many a young man around Tunbridge Wells will have made his judgement of the ex-torpedo fitter who got him an A level in his satchel by the time he was 16 years old.

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Divisive integration

NORTHERN IRELAND

Carmel McQuaid on how education in Ulster is becoming a Catholic system

The state education sector in Northern Ireland – sometimes called "controlled" or "Protestant" – is shrinking. Since 1981 it has been yielding pride of place to the voluntary Catholic sector which now forms the main educational bulwark. More than 183,500 children enrolled in the voluntary sector last year, compared with 153,898 in the state sector. In short, education in Northern Ireland has become a majority Catholic school system.

The dichotomy in England between the independent and state sector simply does not exist. The 12 independent schools in the Province are a jot rather than a drop in the ocean, accounting for 801 pupils. They must meet all their own expenses. Maintained or voluntary schools, on the other hand, are grant aided – almost to the hilt. The Department of Education pays teachers' salaries and meets all running costs. The schools' only outlay in return for their voluntary status is to pay 15 per cent of their own capital and equipment costs.

The new pattern has been created by a fall in Ulster's birthrate, a drop which hit the Protestant sector first – and fastest. While the worst is over for the primary sector, more and more empty desks are forecast for secondary schools. Almost 100 schools in the state sector have been closed or faced cuts in the past year, with a loss of 10,500 places.

It will also bear the brunt of the further 4,500 places to be removed from the system over the next three years.

Other factors threaten to whittle away the sector further, even when the population stabilizes.

The first concerns the integrated schools. In 1981 Lagan College, Ulster's first integrated school, opened with 23 mixed denomination pupils. In the euphoric welcome from the world press, nobody saw any connection between it and the already-circulating Government document, *Demographic Trends*, which warned about the dearth of potential pupils. Nobody foresaw either, that Lagan would quickly become the most popular school in its area board, or that its pattern would be replicated throughout the Province.

Three more integrated schools opened in 1985; all of them recruiting from Protestant families.

The inherent threat to the state sector only became apparent with the opening of Portrush school, Co Antrim, this year. Portrush is in the north-eastern board area which, after Belfast, has been hit hardest by falling rolls. The 77,385 pupils in 1984 fell to 76,308 in 1985, and to 74,751 this year. Board members, after months of protest about the Anglo-Irish Accord, saw the trend as a further erosion of their traditional cultural hegemony. Catch cries of "Keep Portrush Protestant" greeted initial efforts to establish an integrated school which would reduce numbers from existing schools: 10 pupils can make the difference between viability and closure in rural areas.

Northern Ireland School Rolls	
Voluntary (Catholic)	183,622
Controlled (Protestant)	153,898
Integrated	1,335
Christian (Free Presbyterian)	284
Independent	801

But the sector also has to contend with another, equally debilitating, innovation – the Christian schools. Run by the Free Presbyterian Church, under the Rev Dr Ian Paisley, these schools are committed to manners, discipline and giving God and the Bible a place in mathematics and geography – as well as in RE.

The first, at Kilskerry, Co Tyrone, opened in 1979 with 13 pupils. Today it has 60, at both primary and secondary level. Another, opened in Newtownabbey, Co Antrim, in 1981 with 12 pupils, now has more than 30. A third got off the ground at Ballymoney, Co Antrim, with nine pupils. It now has 22. Three others have opened in the past two years and another is planned for Portadown, Co Armagh, next September with 30 on roll.

But the teachers' unions identify the integrated schools as the main threat to jobs in the state sector. Their solution is for the education boards to declare state schools integrated.

The same idea is pushed by the Belfast Trust for Integrated Education (BELTIE), but along different lines. BELTIE plans to focus its drive for overall integration on those few state schools which already have a sprinkling of Catholic pupils – the group wants to involve parents, boards, trustees and teachers in changing over to conditions that make for integration. This will entail recruiting at least one Catholic teacher, who BELTIE proposes to fund from its Nuffield Foundation grant. It would also mean developing curriculum units which characterize integrated schools, and removing the Union Jack from school buildings.

The moves may appear innocuous to outsiders, but such measures in Northern Ireland threaten the *de facto* Protestant character of the schools which were originally transferred to the state on condition that clergy be allowed a majority representation on the boards of governors.

The boards have shown little enthusiasm for integration. In 1984, the Belfast board sold Throne school, after rejecting integration as an option. It later reopened and has proved highly viable as the integrated Hazelwood primary school.

Yet old values, old rights may have to be surrendered in the fight for survival. Mr Tony Spencer, a BELTIE spokesman, says: "It could now be a question of joining or being beaten by them. The threat posed by integration is not going to go away."

Raising the dread in the younger and weaker

BEHAVIOUR

Bullying is a problem as old as schooling, but there has been little research. Susan Greenberg reports

Little research has been done into bullying, but anecdotal evidence reveals a huge and hidden problem. A recent survey by *Mother* magazine showed that more than a quarter of primary school pupils had to deal with attacks from other pupils, and 38 out of 50 parents interviewed thought that bullying was the worst problem their children were likely to face at school.

In last week's MORI survey on state education, commissioned by the *Reader's Digest*, almost one in four parents said their childen had been physically attacked or seriously intimidated.

The problem is by no means limited to state sector schools. The case of Barnaby Stoppard, the son of Tom and Miriam Stoppard, was widely reported in June, when two pupils from the private Milestone school in South Kensington, London were brought to court for attacking and intimidating him. The prosecution lawyer claimed the two had been "scaring the living daylights" out of pupils.

The most comprehensive research into school bullying originates in Norway, but educationists in other European countries, including Britain, are now taking an interest in the problem.

The Council of Europe helped to sponsor a conference last month in Stavanger, Norway, called by Erling Rowlands and his team at Stavanger College of Education, who launched and monitored a national campaign against school bullying in 1983.

The council's involvement is part of its much bigger project on human rights in schools, a subject now being incorporated into the school curriculum after an agreement signed by all European education ministers in 1985.

The Norwegian research suggests that children likely to be bullies or the victims of bullies can be identified from the age of five. It also confirms that adults usually only see a fraction of the problem. Frightened children keep quiet to avoid further intimidation. They also believe parents can do little to help.

Strategies for dealing with bullying centre on building a strong pupil teacher relationship so that children trust adults to deal with a problem. The aim is to create a "telling school" with a climate in which the whole class feels responsible for helping anyone who is being picked on, and where there are firm, clear rules for dealing with the problem. The bully should be allowed to excel in ways other than bullying, and there should be improved contact with parents.

What little British research there is points to similar conclusions, but differs in some respects. While the work in Norway showed little difference in the incidence of bullying between socio-economic groups and between large and small schools, in Britain the size of school and level of unemployment in the area were significant.

Pete Stephenson and Dave Smith, two educational psychologists who have completed research into bullying in Cleveland primary schools, soon to be published, found 6 per cent of children involved in bullying. The problem was worse in larger schools and in poorer areas, they found, and bullies were often victims in other situations.

There are resources available to help teachers deal with school bullying. The Kidscape pack launched last July covers all aspects of a child's personal safety from feeling safe when he or she gets lost to dealing with bullies and "strangers". The kit is used widely and some local authorities, such as East Sussex and Hillingdon, have it in all schools.



The BBC has produced a television series of tutorial topics including bullying, accompanied by a teaching workbook. Many schools have videos of the programme and it will be transmitted again in the spring term of 1988. Sarah McNeale of BBC Education Radio attended the Stavanger conference. She will be producing a series of 20-minute programmes to be broadcast next summer, the 40th anniversary of the Council of Europe, on human rights in schools. "Bullying is a central issue. I am saying to 16 to 19-year-olds that human rights is not only about giving money to Amnesty. It is about our responsibility for the rights of others in our schools, families and neighbourhoods," Sarah McNeale claims.

How practical are the Stavanger approaches? British participants were reportedly cynical. Teachers and unions complain that the new national curriculum will leave little time for the kind of relationship-building proposed. A real change in direction needs a change of priorities from the top, in both research and curriculum, from educationists and politicians.

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Dr Mária Hári: conductive education is "universal"

Closing the gap from Budapest to Birmingham



A helping hand: a conductor and pupil in Budapest

MOTOR DISORDER

The Birmingham Institute for Conductive Education opens its doors this month – 25 years after UK professionals first began to report on the work of the Petö Institute in Hungary. Mike Lambert reports

Professor András Petö opened a clinic for cerebral-palsied children in Budapest more than 40 years ago, educating them using approaches which came to be known as conductive education. It is 25 years since professionals in the UK started to report on conductive approaches and tried to use them in some British special schools. And it is three years since a group of Birmingham psychologists visited Budapest and highlighted the vast gap between the achievements of Hungarian conductive education and the various attempts to "do" it in this country.

Just 18 months ago a BBC documentary, *Standing Up for Joe*, showed the struggles of a British family who left Britain to obtain conductive education for their spastic son in Budapest. Since then scores of families have travelled to Hungary, seeking the same educational treatment for their children.

The emotional tensions and financial pressures for these families have provoked the legitimate question: Why all the way to Hungary? Why not here, now? A wave of demand and pressure, centred round the national movement, Rapid Action for Conductive Education (RACE), has become impossible to ignore.

Now the long, difficult process of meeting these demands has begun. This month the Birmingham Institute for Conductive Education opens its doors to 10 young British teachers who will undergo the four-year training of Hungarian specialist educators, known as conductors.

They will take a group of young British children through a course of conductive education directly modelled on the work in Budapest. It is the first complete attempt in the West to learn, run and evaluate Hungarian conductive approaches.

Conductive education is a form of upbringing and education which benefits certain kinds of physically handicapped children and adults, known in Hungary as motor-disordered. Its postwar beginnings under the direction of András Petö, have been continued since 1967 by Dr Mária Hári. The newly-housed Petö Institute for Motor Disorders in Budapest is the official national referral point for Hungarian children with cerebral palsy and spina bifida, and provides rehabilitation for adults with Parkinson's disease, multiple sclerosis and other conditions. The institute and its network run mother-and-baby sessions, do assessment, out-patient and follow-up work, and have a day school, although it is the children educated residentially who have caught the attention of foreign observers.

Observers of the Petö Institute's children unfailingly remark on their collective enthusiasm, motivation and discipline, and their determination to achieve vital developmental goals, such as walking, using and eventually abandoning the simplest of aids. They admire too the skilled and energetic teamwork of Hungarian conductors, who guide their pupils through regimes of daily living, movement, games, song, ceremony and formal education towards all-round personal and social advancement.

The successes in Hungary are beyond the normal expectations of special education in this country. Around 70 per cent of the children attending are said to achieve "orthofunction" – the ability to walk, play, learn, socialize, study and eventually live without the use of aids and environmental adaptations. Such children go on to schools and follow their curriculums almost in their entirety. Their motor-disorder does not disappear, but children learn to control it and thus reduce the handicap which normally results from it.

How can conductive education be brought to the UK? The Foundation for Conductive Education was established with this express aim at the end of last year. Its first major project was to set up the Institute in Birmingham. At the end of four years there will be a group of fully-trained (though still relatively inexperienced) conductors, and a body of children who should show the benefits of conductive education by making more progress than most cerebral-palsied children in this country.

The Birmingham City Council has provided a small unused school, with extra funding – an example of forward-thinking in child welfare and development. Extra support has come from the University of Birmingham, Coventry City Council, Dr Barnado's and the Parkinson's Disease Society.

In Hungary high-ability students train straight from school, attaining recognized qualifications both as conductors and as teachers. But as the qualification "conductor" is not recognized here – and there is a need for the school to be "recognized as efficient" – the Birmingham Institute has been forced to take on trained teachers. All are young, fit and enthusiastic – conductive education is a vocation as much as a profession which makes high physical demands. They have above-average proficiency in music – a large part of conductive approaches – but overall they are teachers of proven ability, with the capacity to cope with the intellectual demands of learning a complex pedagogy and making it work in practice. Their first contact with Budapest will be a six-week observation period at the Petö Institute in November and December this year.

Before then admission procedures for the first group of British children will be completed. Conductive education is not a panacea for all handicapped children, nor for all children with cerebral palsy. Assessment will be made according to criteria for admission practised at the Petö Institute, and will be carried out by Hungarian specialists themselves.

First pupils will be cerebral-palsied (spastic, athetoid or ataxic), aged three or four on January 1, 1988, and living within reasonable travelling distance of the institute (it will be a day provision). Children with differing levels of mental ability will be admitted: only those with a mental handicap which precludes contact with adults cannot benefit from conductive approaches. Children with severe visual impairment or marked autism also cannot be considered. Those with epilepsy must have their condition well controlled, without serious effect on wakefulness and capacity to respond.

The children start in January next year. The student conductors and all the children (with a parent) go for two spells in Budapest for what will be a demanding learning experience. They return to Birmingham in June, 1988. Building on the experiences and newly-learned motivation of the first group of pupils, new children will be admitted and their progress evaluated.

There will be no more trips to Hungary for children – their future is with conductive education in this country – but the students will have further training in Budapest as well as with British children in Birmingham, where they will be supervised by a resident Hungarian conductor-tutor. Work will also start with adults suffering from Parkinson's disease at an appropriate time.

It is possible to see this project as potentially the most significant advance in the field of physical handicap for many years. But more financial support is needed. Even with the institute's limited numbers (only a tiny fraction of children who might benefit from conductive education are involved at this stage), the four-year project will cost £1 million. Raising the money will be a major task, as will laying the financial basis for the project's expansion.

Two factors stand out as crucial to success. The first is assured – the co-operation and assistance of Hungarian specialists. The institute gained this through modelling its work totally on conductive education in Budapest.

The second crucial factor has yet to be dealt with. It is the need to make an effective transfer of conductive education from one cultural setting to another. From Budapest to Birmingham, from Hungarian to English, from a Central European and socialist setting to an Anglo-Saxon, capitalist one, from a national Hungarian curriculum to a (soon-to-be) nationally determined English primary school programme – the whole process must be accomplished so that the elements which make conductive education work are not disrupted or destroyed. It is difficult to think of any other area of education where such a task has been attempted.

Some say this task is impossible, arguing that there is something peculiarly Hungarian in conductive education which precludes its transfer to other cultural environments. The Hungarians are not so pessimistic: Dr Mária Hári has stressed the universality of its principles. Other observers have summarized conductive methods simply as "good teaching", indeed teaching of a standard which we do not ordinarily attain – and rarely set within our sights – in this country.

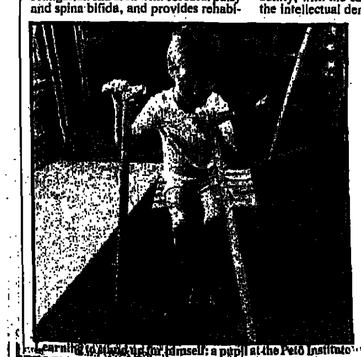
The process of bringing conductive education to this country is an exciting adventure which has stirred the imagination of many. But it may also be something of a painful process for much of special education in this country.

Some fallacies must be overcome. That conductive education is physiotherapy – in fact, the approach seems to comprise educational, social, emotional and moral dimensions which are little recognized as yet. That conductive education is a set of mechanized physical exercises – in fact, the approach displays a creativity which takes it far beyond the procedural rigidity of much of our own practice. That conductive education is quickly learned and easily practised – it is, in fact, a complex pedagogy, developed during 40 years of practical work with hundreds of children.

The beginnings of conductive education in the UK are small. To succeed the project has to develop and grow, taking on more teachers to train as conductors, benefiting many more than the handful of motor-disordered children and adults who will take part in the Birmingham Institute at this initial stage. But the longest journey is started with a single step. The Institute for Conductive Education is that first step. One hopes that there will be many more.

● Further details of conductive education, The Foundation for Conductive Education and the Birmingham Institute can be obtained from the Foundation for Conductive Education, University of Birmingham, B15 2TT. Include a stamped addressed envelope.

Mike Lambert is director of the newly-established Birmingham Institute for Conductive Education.



Learning by doing: Mária Hári herself, a pupil at the Petö Institute

What is Conductive Education?

Observers of the Petö Institute's children unfailingly remark on their collective enthusiasm, motivation and discipline, and their determination to achieve vital developmental goals, such as walking, using and eventually abandoning the simplest of aids. They admire too the skilled and energetic teamwork of Hungarian conductors, who guide their pupils through regimes of daily living, movement, games, song, ceremony and formal education towards all-round personal and social advancement.

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Company schools; weak history curriculums; cheating teachers. Bill Norris reports

Banking on a future of schools at work

UNITED STATES

The company store has a hallowed place in American folklore. Now comes the company school. In Miami, Florida, where the population is growing faster than anywhere else in the United States, overcrowded classrooms have been a headache for the past decade. The solution: to persuade businesses to provide schools for the children of their employees.

The idea is the brainchild of Joseph Fernandez, Miami's new superintendent of schools. Faced with more than 250,000 children cramming the city's 257 schools, and the prospect of having to build 38 new schools over the next five years at a cost of $1.2 billion, he floated an imaginative scheme to the local Chamber of Commerce. If companies would provide classroom space for employees' children, the school district would provide teachers and furnishings, and the parents could provide transport.

"It's a win-win situation," Mr Fernandez told business leaders. "It will help relieve our overcrowding, give companies an excellent benefit for their employees, and be convenient for the parent." That was in June. He promised to send them a follow-up letter in July.

The letter was never sent. There was no need. Mr Fernandez had hardly got back to his office before concrete proposals were dropping on his desk, and the first "satellite learning centre" will open next month at the headquarters of the American Bankers Insurance Group. The company has offered to build classrooms on site; until they are ready, the pupils will study in a portable classroom.

Though there were no problems in selling the scheme to the business community – who saw it as a natural evolutionary relationship between companies and schools – the state education authorities were a different matter. There was no precedent anywhere in the United States for locating a school on business premises, and therefore no regulations that would fit the situation.

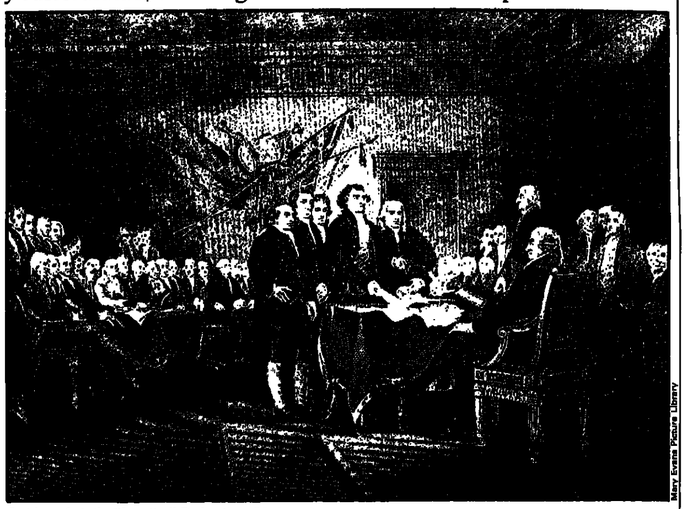
Fortunately, Florida's Commissioner of Education, Betty Castor, decided to support the idea. Rules were made to fit. The satellite centres, which will initially be limited to kindergarten and the first two grades, will get meals-on-wheels and the services of itinerant teachers for classes in art and music.

They will also provide new professional opportunities for teachers, being organized from the outset on the Carnegie lead-teacher concept. The lead teacher will be responsible for the centre, and all teachers will be closely involved in developing the curriculum.

Parents like the idea, saying it will give them peace of mind while at work. The companies believe it will give them a more stable and productive workforce, solving the problems of dual-career households and single parents.

School administrators, relieved of overheads, transportation costs and utility charges, plus a solution to their overcrowding problem, could not be more pleased. As an added bonus, the scheme even holds promise of helping progress on desegregation.

"The beauty of this thing," says Mr Fernandez, "is that it can be tailored to any condition. As far as I'm concerned, the sky's the limit."



Mary Evans Picture Library

Past imperfect: the "forgotten" Declaration of Independence

Survey uncovers the textbook case of a history of neglect

The legacy of Henry Ford, who believed that history was "more or less bunk", appears to live on in American schools. A report released by the American Federation of Teachers concludes that world history curriculums are "woefully inadequate" and fail to teach students to understand and appreciate democracy.

The report was prepared by Paul Gagnon, chairman of the history department of the University of Massachusetts, Boston, who reviewed the five most widely-used US textbooks.

Mr Gagnon found them trivial and uninteresting, lacking in depth, bland, and overloaded with facts at the expense of interpretation. He complained that they lacked drama, glossed over controversy, and even failed to present the major themes behind the American Revolution, the Declaration of Independence, and the US Constitution, let alone other forms of world government.

Nor are the authors of textbooks the only ones to blame for the lack of historical knowledge among American schoolchildren. Mr Gagnon said schools in fewer than 20 states required students to take more than one year of history in order to graduate.

"As a result," says the report, "many students are unaware of prominent people, and seminal ideas and events that have shaped our past and created our present." Among the more notable omissions it found were any review of the writings and ideas of Plato and Aristotle, or of the basic tenets of Christianity and Judaism.

The AFT-sponsored study is the latest of a series of complaints about the quality of American school textbooks, widely condemned for striving not to offend, rather than instruct.

From a practical standpoint, the situation is more likely to be improved by the latest action of the California Board of Education, which has just adopted a new curriculum framework for the teaching of history.

The new framework provides for an extra year of world history in the schools, and a new way of teaching it. "For the past 20 years," says State Superintendent Bill Honig, "students have been taking a canoe ride down the rivers of history, glancing at events as they passed by.

"Now we're going to have them tie up the canoe along the way and explore for a while – different cultures, significant events, and important people – so they get a real feel for what went on.

"If we can't figure out how to convey to students the strength and beauty of the democratic idea, we are putting democracy at risk," Mr Honig told a press conference. "We have to figure out how to make this idea come alive for the diversity of students in the education system."

The significance of the California move lies in the fact that the state is the largest purchaser of school textbooks. Publishers who have felt free to ignore criticisms from a wide range of education experts are likely to pay more attention to the bottom line, and compete to meet the new Californian requirement.

In turn, this should have an influence on the quality of history teaching over the whole United States. It may still be bunk, but it will be better bunk.

Coaches load test results

For teachers at an elementary school in Virginia's Fairfax County, it must seem that there is no justice. For years they faced criticism that their fourth-grade students were scoring well below average on standardized achievement tests, so they decided to do something about it. They gave them a little help.

The results were remarkable. Suddenly the test scores shot up by more than 10 points, making the humble school among the best in the county.

Suspicious officials demanded that the pupils take the test again. This time they were back to their old form. An investigation held that the teachers had been guilty of "excessive coaching", including the use of the previous year's test questions for practice.

The case has evoked sympathy from those who feel that too much emphasis is placed on standardized tests in American schools.

Social issues dictate Cabinet changes

NEW ZEALAND

Re-elected Labour Prime Minister, Mr David Lange, has made himself Minister of Education. Reactions vary from the Secondary Teachers' Union president expressing delight to the Opposition spokeswoman predicting that Labour is about to steal all her good ideas (vouchers and privatization) and needs a strong man to do it.

Former Education Minister, Mr Russell Marshall, just hangs on to his parliamentary seat by 27 votes on the first count.

The Democrats, a third party with an 'Interventionist' economic policy, took a third of the votes and could yet unseat him. Mr Marshall is now Minister for Foreign Affairs.

Education was a major election issue, the Opposition's Ruth Richardson leading with a manifesto full of reactionary proposals. Labour, feeling a tide of public opinion swinging not so much against "Rogernomics", the monetarist economic policies of Finance Minister Roger Douglas, but in favour of a revamped social policy to help those taking the brunt of change, promised that education, social welfare and health would be their priorities in the next three years.

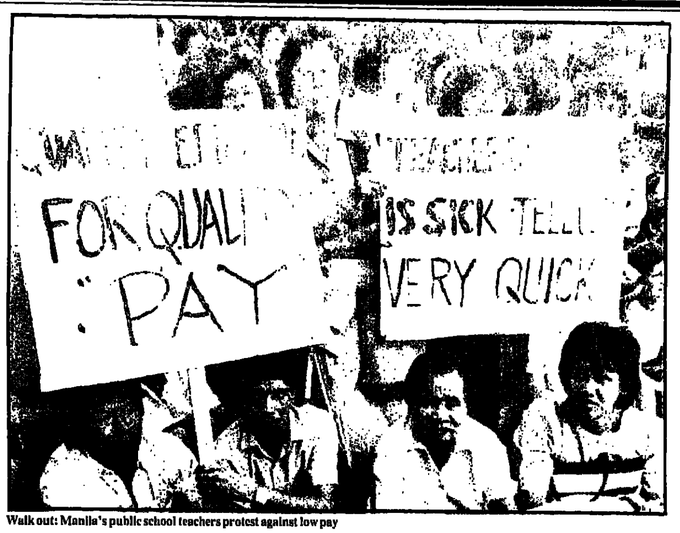
The Cabinet line-up reflects this, with ministers reshuffled so that the heavyweights have got these portfolios. Mr Lange has added, for the first time, an Associate Minister of Education, Mr Phil Goff, last term's Minister of Housing.

Mr Lange faces many problems; in particular the fact that three-quarters of Maori boys leave school with no paper qualifications at all. The European "drop-out" rate is 40 per cent, bad enough in itself.

But despite failures in the past, New Zealanders still look to education to solve many of their social problems, and David Lange has a major historical precedent in taking on education. Wartime Labour Prime Minister Peter Fraser was also Minister of Education and architect of today's education system, considered at its creation in 1935 to give equality of opportunity to all, and to be the best in the world.

Education has broken many ministerial ambitions and usually does not rank high in Cabinet. But it desperately needs a better press, good ideas, and firm resolve. Those close in feel that there is a lot to be said for giving Mr Lange, so successful in selling, making and keeping New Zealand nuclear-free, the slogan "yesterday the world, today education".

Llyn Richards



Walk out: Manila's public school teachers protest against low pay

Aquino tightens grip as militancy increases

PHILIPPINES

Barrie Kenyon on years of moonlighting and strikes

Teachers in the Philippines have been declaring strikes for more than three years in an attempt to improve their take home pay which averages about £70 a month. This sum represents a bare living for a family – rents and electricity charges are especially high – and explains why Filipino teachers are fervent moonlighters.

The lot of teachers seriously deteriorated under deposed President Marcos when martial law prohibited all forms of industrial action. The new constitution of President Aquino enshrines the right to form a trade union, although the law remains ambiguous on public servants going on strike.

The long-running pay furore has many echoes of the British teachers' dispute. The Government accuses the teachers of selling out to left-wing extremism and betraying children's trust. The teachers reply by pointing to the abandonment of agreements by local authority officials and to presidential vacillation. Thus a recent presidential decree, issued shortly before the Congress opened in July, announced that all schools would be brought under national control. That will mean the eventual loss of local and regional autonomy, à la Kenneth Baker.

Working conditions are poor: there are almost 15 million students enrolled in 40,000 schools and colleges. Class sizes of more than 40 are common and accommodation shortages have forced the introduction of shift system in many institutions. Security of tenure for teachers is rare and paid absences are unknown. About £12 is spent on each pupil annually, yet the country's literacy rate is the third highest in Asia, behind only Singapore and Thailand.

Education is still seen as a passport to work although unemployment rates are higher than in Britain. As in the UK, attempts are being made to introduce a national curriculum. At the age of 16, students hoping to proceed must take the NCEE (National College Entrance Examination) which tests skills, reasoning and thinking rather than a series of discrete single subjects which remain the British norm. Failure rates are around 60 per cent, and examination failures can proceed only to low status trade schools whose ideology is partly analogous to the youth training scheme.

The intention is to build up, at least in part, a reservoir of skilled and semi-skilled manpower to export to the booming job markets in the Middle East. The largest job vacancy adverts in the Manila daily press, are usually placed for construction and domestic vacancies overseas, especially in the Gulf states. The brain or muscle drain function of education in the Philippines is explicit. Meanwhile, employment chances at home remain bleak. Although the economy is now growing at 6 per cent a year, earlier declines mean that such an improvement would need to be maintained until 1990 simply to get back to the gross national product level of 1983.

The pressures on teachers to perform wonders with scant resources are titanic. Recent press coverage in Manila of child abuse rackets and the alleged infiltration of black magic sects into schools have brought accusations of failure and slackness on teachers – usually reserved in Britain for the social services. Teacher militancy can only intensify if the school system is turned into a scapegoat for all the complex ills of Filipino society.

Excellence quest offers independent option

SINGAPORE

Singaporean schools may now go independent if they wish, Dr Tony Tan, the Education Minister, has said. His decision follows a report by 12 leading headteachers which concluded that Britain's traditional independent schools "hold the key to excellence".

Dr Tan said that the aim was not to make all schools independent, but rather to encourage the adoption of the "best elements" from what are "acknowledged" to be the best schools in Britain and the United States.

However, he made it clear that all schools wishing to go independent would be helped provided they follow all the ministry's policies, including those on bilingualism and moral education. They should also introduce a scheme to help "poor but bright" children pay their fees.

Dr Tan has also assured parents that school fees will not be increased. Independent schools, he insists, will provide a greater choice of schools and a better quality of education.

He denied the suggestion that encouraging the formation of independent schools was a back-handed way of increasing school fees.

Other measures based on the heads' report "Towards Excellence in Schools" include:

- ☐ Doing away with double shifts over the next six to seven years. This will mean building an extra 50 schools before 1994.
- ☐ Reducing class sizes to a maximum of 30, which will require training an additional 1,500 teachers during the next six years.
- ☐ Reducing the non-teaching duties of headteachers and teachers by giving each school an executive officer and adequate numbers of support staff.
- ☐ Training heads and teachers to provide pupils with "pastoral care and career guidance". This was one of the "most important" and yet "weakest" areas in Singapore schools and one in which British independent schools excel, according to the heads' report.

The report also recommends giving more freedom and authority to headteachers over the curriculum and the appointment of teachers. The report said that in the best British and American schools, headteachers were free to pick teachers and staff, who shared the same goals and measured up to the head's perceptions of what the school required.

Maintaining selection on the basis of academic ability is to continue, but with more consideration for special non-academic abilities.

Geoffrey Parkins

How to tread the boards in Brussels



On the agenda: the Berlin Wall

EEC

Peter Guilford on the double life of young adults on an EEC training scheme

Twice a year, 250 young adults from almost every country in the world descend upon Brussels for a controversial five-month training scheme with the European Commission, the civil service of the EEC.

They run a double life of hard learning and strenuous socializing, both in the name of European integration. While they blow fresh air into some of the more cob-webbed corridors of the Commission, they are considered a nuisance and a liability in others.

The *stage*, as it is known and exclusively referred to in French, begins with two weeks of lectures on issues central to the running of the EEC, such as the Common Agricultural Policy, the Internal Market, external relations and the budget. Each "*stagiaire*" is then assigned to one civil servant in the Commission, either in one of the 22 directorates or, most improbably, in one of the Cabinets which operate as back-up teams to the 17 Commissioners.

Subsequently, his new boss may take him under his wing, sitting him through meetings and off-loading some of his less interesting, though none the less responsible, work; or he may hardly even acknowledge his existence. *Stagiaires* who draw such a short straw can push to be moved elsewhere.

Besides the many private trips abroad that trainees allow themselves, the *stage* is punctuated by two official visits, one to the European Parliament in Strasbourg during one of its monthly plenary sessions; the other to Berlin for a week.

This is essentially a trip sponsored by the Bonn Government to remind potentially influential young Europeans that Berlin is alive and kicking and unhappy about the Wall.

What a *stagiaire* gains professionally depends on two things: his attitude and his boss. One recent trainee spent five months correcting typing errors, while another was given free rein to write an official document on air pollution.

While an overall knowledge of the EEC institutions will inevitably be gained by osmosis, it is just too complex to be understood in five months other than by direct involvement. Only by good fortune or persistence will a helping hand be found for guidance through the maze.

Most *stagiaires* are lawyers or economists. This follows, as the Commission is essentially the law-formulating body of an economic community. Others, however, should not be put off: the intake of environmentalists, teachers, agronomists, sociologists and computer scientists has increased immeasurably over the past two years.

Many find the scheme a useful stepping-stone to further employment. It carries no guarantee of a job later in the EEC institutions, but, through contacts or via internal advertisements, many progress to another *stage* or to a full-time post with one of the numerous law firms, lobby groups or fund-raising bodies that feed off the Commission.

Stagiaires vary from the well-connected university-leaver filling in time and curriculum vitae before embarking on a career, to the motivated young professional with a few years' work behind him. Some EEC member states, notably Britain, make up half their quota with their own civil servants.

During the long, controversial selection procedure, some penetrate the jungle of the European Commission themselves, hunting down likely officials and lobbying persistently on their own behalf to be accepted. There are apparently others who do not even write out their own application forms. Such is the nature of Commission hierarchy, that a phone-call from one of the 17 Cabinets to the *stage* admissions office will do more than any qualification, perseverence or merit.

For those without strings, there are other means of obtaining a place, and the *stage* is well worth the persistence. Begin six months before either starting date, usually mid-September and mid-February. Contact the Liaison Committee of the Bureau des Stages for phone numbers of civil servants likely to share your fields of interest. Arrange four or five interviews about three weeks before the shortlist, or "Blue Book", is circulated around the Commission.

If you intend to apply just by filling out the form, do not apply at all. It is an unfair, merit-free system, but an unchangeable one as the changeable one as the Bureau des Stages wields no real power.

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Working on 'basic' needs

JAMAICA

Suzanne Francis-Hinds on the Government's five-year plan and fund-raising appeal to improve the lot of pre-primary school children

A massive effort to meet some of the needs of Jamaica's pre-school population was begun in May, the island's Child Month.

The Government announced a five-year programme for the advancement of childhood education. PACE is aimed at improving "basic" schools, a largely informal sector of the educational hierarchy, geared to meet the needs of three to six-year-old children, prior to entry into primary schools.

Over 100,000 children – 63 per cent of that age group – are enrolled in 1,490 basic schools across the island. Although 1,100 of these schools are recognized by the Ministry of Education, they have remained essentially community efforts.

Funding of J$11 million (£1.25 million) has been made available to increase teachers' salaries, provide teaching materials, allow for a feeding programme, refurbish some schools, and put in place a scheme for gradual official recognition of all basic schools.

Mr Edward Seaga, Prime Minister and Minister of Finance has admitted that J$11 million was not enough to meet the needs of this sector; but said that it was the best the Government could do.

Mr Senga added, however, that the Government would be appealing to Jamaicans overseas to help support basic school education. Senator Hugh Dawes, Minister of State in the Ministry of Education, would shortly set out on this mission, he added.

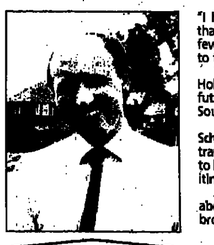
May also saw other efforts being made, both locally and overseas. Dr D R B Grant, the Regional Director for the Van Leer Foundation of Early Childhood Education, recently said that Jamaicans residing in the UK, Canada and USA, would be asked to support a J$1 million (£110,000) fund-raising drive.

This drive was the extension of a local effort by the Jamaica Gasoline Retailers Association, he said. Service stations across the island were involved in selling 100,000 car-bumper stickers for J$1 each.

Dr Grant had previously announced that the local arm of the Van Leer Foundation is undertaking to raise J$2.3 million (£260,000) aimed at improving basic schools and providing a welfare fund for retired basic school teachers. He said that most of them "go into limbo" on retirement, adding that society should return them something for their service.

The Jamaican branch of the international Van Leer Foundation is based at the University of the West Indies and operates through a series of parish boards, which help support basic school education at the grass-roots level throughout the island's parishes.

BILL CAUDWELL, FOREST SCHOOL, HORSHAM.



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LETTERS

Religious 'clutter'

Sir – While Mr G T Newman (*TES*, August 21) fights to maintain 15 per cent of the timetable for maths in his school, I hope he will spare a thought for the plight of religious education teachers.

If the proposals for a national curriculum are implemented and the core and foundation subjects spread to the maximum 90 per cent suggested, there will be about two and a half hours a week left for RE, careers, drama, home economics, tutor periods and those subjects which Mr Baker calls "clutter". This could result in one RE teacher seeing classes for 30 minutes a week and dealing with some 1,200 pupils. In such a state of affairs it would be impossible to establish meaningful relationships, and RE would be an excuse for misbehaviour.

Pupils regard RE, as "a proper subject" in those schools where it is given at least 70 minutes a week, where homework and exams are set, where a variety of teaching methods are used, and where there is ample time for group and class discussion.

The National Curriculum 5–16 urges "a broad and balanced curriculum" giving "knowledge, skills, and understanding for adult life". Surely this must include a consideration of ultimate questions about the meaning of life, why people suffer, values by which people live, an understanding of people with religious and views different from one's own and the chance to grow in discernment if young people are not to be easy prey for cults.

RE has moved on from bible-based work that was accused of indoctrination. I fear it will return to that since there will be no time to do justice to world religions and secular ideologies.

DEREK P JAY
Head of RE
Filton High School
Clifton
Bristol
Avon

Careers must be a vital part of the curriculum

Sir – "Careers education and guidance have a central role in preparing young people for adult life," "... each school should have a teacher ... with a clear responsibility for coordinating the careers education and guidance efforts of the school as a whole. The job ... offers a key contribution to the personal and social development of pupils towards adult and working life by ... *providing a programme of careers education as part of the curriculum for each pupil* ...." (my italics).

Quotes from a Schools Council publication of the 1970s? No, these are direct quotations from the Government's paper *Working Together for a Better Future* (DES/DE) published earlier this year and signed jointly by Kenneth Baker and Lord Young. Yet a few months later we have the arrival of Kenneth Baker's ideas for a national curriculum and there is no mention of careers education. Why is it that something that was seen as essential in April is now no longer considered worthy of inclusion?

One of the most important skills that we can develop in our pupils is the ability to make realistic and informed decisions about their futures. For individual schools to be left to decide whether or not careers education should be included in the curriculum is far too much of a risk. Careers education should be a vital component of the



standard model, not one of the many optional extras competing for the remaining 10 to 15 per cent of the curriculum.

DAVID ANDREWS
Hertfordshire adviser for Careers, Guidance and PSE
27 Bramley Avenue
Huntingdon
Cambridgeshire

Guidance sought

Sir – Tony Watts rightly brings your attention to the remarkable inconsistencies between recent government publications on the place of careers education and guidance in the curriculum (*TES*, August 21). In particular there is the contrast between what is said in *Working Together For A Better Future*, launched by Mr Baker and ministerial colleagues from the Department of Employment and the Welsh Office in April of this year, and what is not said in the consultation document *A National Curriculum 5–16*, published by Mr Baker in July.

The National Association of Careers and Guidance Teachers has an interest in this matter and has sought clarification from ministers on how it should interpret the failure of the consultation document to address itself in any way to the guidance needs of young people. We have been told that careers guidance is not ruled out as a discretely time-tabled activity and that, like many other themes, careers education will form an integral part of the entire curriculum. We are assured that the Government will not allow the status of careers education to suffer and that it is, in fact, determined to enhance it.

Such assurances are welcome. Nevertheless to have found such an area of the curriculum ignored in the consultations does not greatly inspire confidence in the theory or practice of a legally imposed national curriculum. How is the world at large meant to know of the Government's commitment to careers education and guidance? It adds a whole new dimension to the concept of the "hidden curriculum".

TONY EVANS
President
NACGT
74 Heathwood Gardens
London SE7

Red Ken Baker

Sir – While engaged in some professional reading outside the 1,265 hour strait-jacket of Mr Baker, I came across two historical parallels to the new centralism – both in Stalinist Russia.

According to Professor Hosking's *History of the Soviet Union*, the Central Committee noted in 1931 that Russian schools were "not imparting a sufficient amount of general knowledge, nor adequately solving the problem of training fully literate persons with a good grasp of the sciences". Children were going to their first jobs without good work habits. The solution was pure Bakerism ..."a core curriculum in mathematics, the sciences, the native language, history and geography was laid down; teaching of the social sciences was curtailed, to be replaced by programmed instruction in Marxism-Leninism. The project method was formally condemned ... officially approved textbooks were prescribed, and a formal system of tests and examinations restored."

As a history teacher I was particularly interested in Stalin's prescribed syllabus. My Russian colleagues were instructed to avoid "abstract sociological schemes". Kings, battles and dates were back in fashion. Ivan the Terrible and Peter the Great were once again national heroes. The foundation and consolidation of a strong Russian state was now held to be a virtue outweighing the exploitation of the masses.

I must not take this search for precedents too far for surely not even Baker would seek compulsory pigtails for girls and fees for the three upper forms of the secondary school.

J TUCKER
25 Dorchester Road
Solihull
West Midlands

Design problem

Sir – The recent item regarding the first exhibition for graduate designers organized by the Design Council noted the low turn-out by manufacturers (*TES*, July 31).

It highlights a common problem of manufacturers' lack of interest in new ideas that flow from universities and polytechnics.

There can be no doubt that the skills and ideas of our designers are of the highest order, but so many have to go abroad to earn a living which appears to me to be a great loss of potential for this country. But why wait for manufacturers?

Some of the many problems of a designer starting out on his own are taking time off to market a product and at the same time being in his premises to produce it. Once a particular design or product has taken off, it leads to more employment for the less creative.

As universities and polytechnics are training marketing and business studies graduates in addition to art students, it would help to organize some cross-pollonation of disciplines so that, for instance, a marketing student would look for a student design he likes and together with a student graphic artist organize a marketing exercise and possibly together with



someone doing production engineering examine the feasibility of going directly from higher education into a co-operative development.

I have no doubt that the potential for new businesses abounds and only needs the right kind of initiative.

T CROWLEY
Careers officer
6 Stonegate Drive
Hinckley
Leicestershire

Watching brief

Sir – I retired four years ago after 25 years' experience of headship in secondary modern, grammar, and comprehensive schools. I know, and every head in the state system knows that people like Michael Ryan, the Hungerford mass-killer, show their tragic symptoms probably from the age of six or seven at school.

I know nothing of Ryan's school record except what I heard a school colleague of his say on television: Ryan would attend for one week, be off for three, and when he was there he was clearly an extreme social misfit. This is the classic case, and the classic warning. So often it is ignored, not by schools who do everything in their power to alert the system, but by the manipulators of the system – administrators, social workers, psychiatric helpers, welfare officers, and the DES itself.

In our current nexus – one-parent families, battered babies, battered wives, broken marriages, domestic deprivation and disadvantage – there are many children with problems at school. The good school by assuming its full pastoral role, by counselling, care and interest, saves the character of thousands of children annually – often in the face of financial restraint, staff cuts, and administrative indifference.

It is the extreme cases – like Ryan, Brady, Myra Hindley – which pose the real social problem. What surely is needed from an early age is a proper course of psychotherapy, adequately financed and monitored in the future.

In my experience, there are never enough, if any, child psychiatrists, regular social and health workers – no system, no co-ordination, no use of records, no warnings taken from the signs and the evidence.

More equipment in schools, more computers, more science, more technology, more core curriculum – all this is fine – but could we not use some of our educational resources to create a positive and constructive method of dealing with those who are likely to cause social and domestic tragedy in later life?

D WULFORD
88a Broadway North
Walsall

Past history

Sir – It is fashionable to pour scorn on past methods of history teaching as being "unimaginative", "boring", "dogmatic", or "jingoistic". It consisted, we are constantly told, almost entirely of "rote-learning" from textbooks written in "tablets of stone". I challenge this view. I believe it has been deliberately fostered in order to facilitate the introduction of various innovations, mostly of a very dubious nature.

It is my belief that history teaching in the past was not only far better and more imaginative than what goes on in today's classrooms – and if it wasn't then the fault lay with individual history teachers – but it was also very much cheaper.

I went to private schools, but there was nothing fancy about my history lessons. My textbooks were handy and durable, typically compiled in about 1912 by somebody called MacFarlane or Macpherson. They were not jingoistic. They were mines of information. Admittedly Fair Rosamund never got a mention, but you got a masterly run-down on Henry II's legal system. Modern textbooks simply do not compare.

It was up to the teacher to stimulate enthusiasm, imagination, judgement, clarity of expression and everything else. There was no dogma. Everything was negotiable, but you had to justify your opinions. At its best it was the honest pursuit of truth, which is one of the pillars of our whole western civilization. We abandon it at our dire peril.

I do not believe that the new methods of history teaching offer anything which could not be better provided by the old methods at a fraction of the cost. The claims made on behalf of the School History Project, for instance, are transparently bogus, and of course history teachers are now saddled with the twin dogmas of gender and cultural equality and much equally dubious claptrap besides.

I am really sorry for our children being fobbed off with all this in the name of education.

STEWART DEUCHAR
Vice-Chairman
Campaign for Real Education
Dean Farm
Singleborough
Milton Keynes

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Could you think of a way to regenerate Britain's inner cities for £15,000?

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THE TIMES

LETTERS

Latin lovers

Sir – The important pieces you published recently about the teaching of classics in our schools can be usefully supplemented by data about the numbers studying the subject in one form or another at university (languages, ancient history and civilization). For the academic year 1986/87, 6,415 students were studying something classical at university for all or part of their degree courses. (That figure boils down to the equivalent of 3,291 students studying the subject full-time – the size of a small university.)

Those figures emphasize not just the perceived importance of the subject but the tremendous job that school-teachers of classics are doing in what is at the moment a pretty hostile environment (and hostile often for no other reason than that some teachers, educationists and journalists have unhappy memories of the way they were taught Latin years ago. It would be difficult to think of a meaner or more arbitrary prejudice).

But I was sad to see you repenting the old chestnut that classics-in-translation at school is "not rigorous". Is there any subject which is per se "rigorous" or "not rigorous"? Or is it that the study of the past must be accompanied by the study of the language of the past? If that is the case, then the odium of non rigour falls on school history, religious studies etc ... Why single out classics?

Dr P V JONES
Senior lecturer in classics
The University of Newcastle upon Tyne

Surprise attack

Sir – I was surprised to read that I had attacked the Government's plans to allow schools to opt out of local authority control (*TES*, August 14). I certainly have not, nor have I condemned them as your headline suggests.

In fact, I support the Government's initiatives to stimulate and improve state education. However, like many of those who operate the present local authority based system, I wish to know more about how the new ideas will work in practice, particularly the details of schools opting out.

I would be failing in my duty if I did not seek answers to questions about the future education of our young people. But to ask such questions is not to condemn.

PAUL WHITE
Leader of the ACC Education Conservatives



Beaten down

Sir – The rather sanctimonious outpourings of Mr Peter Newell (*TES*, August 14) deserve some comment, not least on the use of the usual emotive term – "beatings".

Few headteachers in the 1980s would fail to hound out anyone with sadistic tendencies sheltering in our schools. That particular problem is on a totally different scale from that of maintaining good order.

As I write, I notice that on the first Saturday of the football season we have the ritualized violence perpetrated by hooligans, many I suspect still at school. Is it not ironic that at a time when corporal punishment is at its lowest incidence (even before August 15), we live in a society where violence is rife and the need to take the stand: "No, you will not do that" – is greater than ever.

Within the gamut of methods by which schools encourage, persuade and compel pupils to follow a certain line of action, I have never felt that corporal punishment was a last resort, merely one sanction to be used with discretion and firmness where it was felt to be appropriate.

We will find other alternatives and strategies but I will retain for some time the feeling that this may be "one step for STOPP" but a continuing slide for society.

These views are personal and not representative of an institution or authority.

MJ GRAY
Headmaster
Wigan

Closed university

Sir – I would like to draw your attention to the current situation facing many Open University students.

I am 30 years old, a diagnostic radiographer, and I have been studying for an OU degree for the past five years. I have been actively seeking full-time employment for three years and after many unsuccessful attempts to re-enter the job market, I decided to retrain as a physics teacher. I was subsequently offered a place on the two-year BEd course at Newcastle Polytechnic. As I have young children this situation appeared perfect.

However, after eight weeks of applying for a maintenance grant and fee payments, I have been forced to withdraw from this course. The reason my local authority gave as a refusal was "Under Regulation 12(4) of the Education (Mandatory Awards) Regulation, 1986, an authority is not under a duty to bestow an award on any person who has previously attended a part-time or correspondence course which equates to more than two full academic years".

This means that OU students (who are self-financed) are virtually prohibited from higher level education. Many OU students transfer to conventional colleges during their degree study – but in future this may be impossible.

I object, not to my l.e.a., which has been very helpful, but to the Government which passed this measure. It appears to discriminate against those students who follow OU degrees, it prevents them from retraining and obtaining better employment.

SALLY YOUNG
419 Salters Road
Gosforth
Newcastle upon Tyne

Pulling parents

Sir – David Sassoon ("More say for parents?" *TES*, August 21) suggests that most parents will come in to school only to know how well their children are performing.

This was manifestly clear on two successive evenings at this school:

Tuesday, July 14:

Meeting of parents with governors – attendance of 18 (1.5 per cent of those entitled).

Wednesday, July 15:

Meeting of parents with teachers of fourth year pupils only – attendance of 250 (84 per cent).

BARRI HURFORD-JONES
Headteacher
Bitterne Park comprehensive school
Southampton

Unit trust

Sir – Andy Hargreaves' article "Modular way to a modular life" (*TES*, August 21) seems neither informed nor useful to those of us working on modular developments in schools. His views appear to be somewhat at variance with those of teachers actually involved in the classroom.

While I believe he is right to question the fundamental rationale behind some current educational reforms, the assertion that teachers involved in modular schemes "are being made the technical executors of others' political will" is both patronizing and grossly oversimplistic.

Certainly there is a danger with modular schemes, or with more traditional two year subject option offerings that pupil differentiation and selection will occur. If pupils are given insufficient guidance, specific modules could militate against the ethos of the common curriculum – but equally, good modular structures could help break down the barriers that have denied pupils access to an education which is broad, balanced and relevant.

The modular schemes that are beginning to develop are, contrary to Andy Hargreaves' suggestion, in the hands of the teachers, in the best tradition of the former Mode 3 examinations. The wider debate about curriculum content and what constitutes "essential knowledge and experience" has been very much a concern in the discussions both with examination boards and with fellow teachers.

It is precisely because the conventional two year examination courses are so constraining as regards both content and process that more flexible and imaginative curricular structures



CPVE courses get good marks in later reports

Sir – It is a great pity that Mark Jackson, in his recent article about CPVE (*TES*, August 14) relied so heavily on Jack Mansell's personal views and on an FEU report which covered only two very small and unrepresentative sample of CPVE courses and students.

Two recent HMI reports, *A Survey of Work Leading to the CPVE* and *An Initial Survey of CPVE Courses in Wales*, offer a very different and more balanced picture. In Wales, the "average" student has two O levels (grades B or C) and three to five CSEs (grades 2–5); within many CPVE courses there was a wide range of ability and attainment extending, at one end, from three CSEs to, at the other, seven higher grade O levels plus some CSEs. The English report shows that about 20 per cent of CPVE students have more than two O levels and a further 25 per cent have more than four CSE grade 2 attainments.

Most CPVE courses, especially those operating within consortia, offer a full range of vocational choice and the HMI report states "All the schemes offered at least three of the five categories of vocational study".

There is always a time lag between the introduction of any new certificate and its recognition by employers – this is particularly true of a radically new qualification such as CPVE. The FEU report was completed during the first full year of CPVE when there was little evidence of the capabilities of CPVE holders.

The current position has now changed dramatically; employers are becoming increasingly more aware of CPVE and what CPVE holders have to offer them. Many large and small employers now recognize the value of CPVE and welcome the information available from the profile and statement of experience which form part of the final certification to give a complete picture of an individual's achievements and capabilities.

Similarly, progression into a full range of FE courses is available from CPVE with appropriate exemptions for previous attainment. Several local education authorities have now established policy statements on progression from CPVE and, through a series of regional conferences, the Joint Board is seeking to formalize these policies on a national basis.

Mr Mansell's suggestion that the National Council for Vocational Qualifications should accredit CPVE as a Level 1 award betrays his misunderstanding of the NCVQ structure. We are discussing with NCVQ officers how best to secure recognition for CPVE as a contribution towards achieving National Vocational Qualification status, and comparable discussions will be taking place on the YTS Certification Board in relation to YTS approved qualifications. We are confident that both these discussions will lead to a favourable outcome.

There can be no doubt that CPVE has proved to be a valuable addition to the educational curriculum. It provides students with an individually negotiated programme and the chance to experience a number of vocational options while preparing them for the adult world. Far from being seen as a "low status course threatened with extinction" CPVE is expanding and, in response to a number of requests from local education authorities and schools, pilot schemes in which CPVE programmes will run alongside and thereby broaden A level studies will be introduced from this September.

In the interests of the many hundreds of enthusiastic teachers who have worked hard to ensure the success of CPVE, and the many thousands of students who were awarded a CPVE this summer as well as the many thousands who will be starting CPVE programmes this autumn, we ask that you publish this letter to correct the misleading impression that will have been created from the article.

C J CHAPMAN
Joint Secretary
B H HENSON
Joint Secretary
Joint Board for Pre-Vocational Education
46 Britannia Street, London WC1

Competing schemes

Sir – Jack Mansell's warning that the Certificate of Pre-Vocational Education is in danger of extinction (*TES*, August 14) brings to mind the saying about Martin Luther: he said aloud what lesser mortals had long known.

The CPVE saga illustrates many truths about the confusing curriculum now on offer to post-16 teenagers, themselves fast becoming a rare species. It is simply not good enough to think of a bright idea, print weighty tomes full of new vocabulary, spend a fortune on staff development and hope for the best.

The fact is that CPVE was, and is, light years ahead of its time. Those responsible for teenage recruitment found it much easier to market the more specific innovations, such as Business and Technican Education Council first diplomas which cut across the proposed target groups. Parents and employers, not to mention potential students, found the cross-curricular dimensions too much to swallow, especially at the very time when the single subject dominance of GCE O level was being mirrored and repeated in GCSE.

In an education world where market forces rule the roost, CPVE was just another glossy brochure competing with the Youth Training Scheme. No wonder that many schools and colleges, harassed by staffing cuts and student number crunching, adopted a wait-and-see approach. The propaganda that CPVE was meant for all abilities was believed only by those preaching it. Certainly not by the teachers.

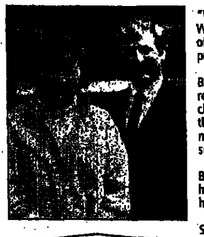
Another problem has been the bureaucracy. Documents were often printed late and moderators from the boards and staff at the centres have not always had the same material at the same time. Abuses such as linking CPVE to excessive numbers of O levels have illustrated the problems associated with trying to market revolutionary concepts to unconvinced customers. The board's early advice that schools should co-operate with the local technical college was often aborted by fears that CPVE was a Trojan horse for tertiary education.

The sad thing is that CPVE ideology was right! Its integrated curriculum and broadly-based vocationalism were relevant to the closing years of our century. No matter. It failed to convince the people who matter at the grass roots. It is to be hoped that the CPVE death throes will not be prolonged.

J B KENYON
Principal
Skelmersdale College
Lancashire

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TALKBACK

FINANCIAL MANAGEMENT

The new executives

Alan Boulton

Much of the professional reaction to Kenneth Baker's recent proposals on financial delegation was predictable. Many of the reported comments displayed ritualistic hostility, and many objections were trivial.

That reactions should be so heavily weighted against measures which would transfer financial control to schools indicates a basic lack of understanding of the fundamental principles on which delegation is based.

However generous society may be, the total funds made available to education will always be less than the demand. Therefore, as there is a direct relationship between resource utilization and the quality of education, every effort should be made to maximize the effective use of money.

Most of the resources of a school, other than pupil time, are purchased resources. Furthermore, as all in the education service are, to some extent, engaged in resource management, the maximum efficiency cannot be achieved unless all, from Elizabeth House to the classroom, make the most effective use of those resources.

However, it is important that decisions on the allocation of these resources should be made at the most appropriate level. In most local authorities this is not so. Many decisions are taken at the authority level in the absence of knowledge of the peculiar needs of the particular school. Those needs are always likely to be best identified at the institutional level.

In principle, all those resource allocations over which the school has some measure of control should be delegated to the school.

Many headteachers argue against financial delegation in principle. They claim that finance is an irritant which inhibits their educational work, and that any increase in the scope of financial management would necessarily detract from their true purpose. However, they already accept that personnel management, selection and even marketing lie within their responsibilities, and the modern head, while having particular experience as a teacher and commitment to educational ideals, is an executive manager.

Greater financial control is fundamental to a professional approach to the management of schools, and it provides the freedom to make many important educational decisions.

Headteachers may also argue against financial delegation on practical grounds. They argue, quite correctly, that they have received little, if any, training in financial management. However, the degree of training which they will require is not that which is necessary to qualify as an accountant, as some suggest. What they need is greater economic awareness.

In any event, the day-to-day financial affairs are likely to be handled by a bursar, but any increase in non-teaching staff which may prove necessary should be offset by at least an equal reduction in staffing in the local authority's bureaucratic machine.

The delegation of financial control to schools also gives increased opportunity for the positive participation of governors in the life of the school, for it is within the responsibility of governors to ensure that the management of resources is consistent with both local and national educational policies.

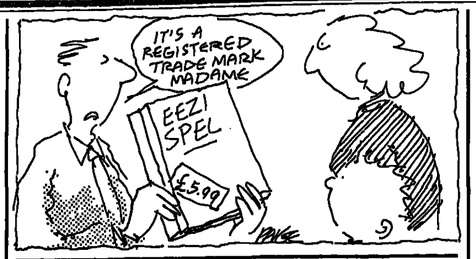
Though the management of recurrent expenditure by the school provides the opportunity for more efficient spending, there may also be a danger of financial mismanagement. Safeguards must be made against this.

In any scheme where financial control is delegated from the local authority to the school, there are many practical details which need careful consideration. Major building maintenance, guidance on staffing levels and arrangements to cover sick pay regulations and maternity leave need particular attention.

Whenever any major policy change is proposed there is a natural tendency to identify difficulties and raise objections. However, the benefits of transferring savings from indirect educational costs such as heating, lighting or cleaning, to direct spending on education such as books and materials, are so great that the proposed change is of fundamental importance.

Far from being a millstone round the neck, financial delegation provides a golden opportunity for the head to manage the school in the best interests of the pupils.

Alan R Boulton is deputy head at Macclesfield High School, Cheshire.



SPELLING

Self-evident lies

Nichola Morgan

Why is it that manufacturers and advertisers seem to think that we will buy their products only if they misspell them? Do they really think we are more likely to buy a night light if it is spelt "nite lite", or a sheepskin quilt because it is called a "Sleep Eezi", or a safety lock because it is spelt "lok"?

In the school where I used to teach English, we had a large number of children who had reading and writing difficulties. For all children, and adults, with reading and writing problems, the inability to spell correctly is the most difficult to overcome and is very rarely completely eliminated. Those of us who are able to spell with ease should never take it for granted or dismiss it as unimportant.

The skill of spelling may not be the most important for a child to learn at school. But ask almost any adult poor speller, if he or she would like to have that skill, and you will soon see how important it is seen to be by those who do not have it.

Most jobs require a letter of application. I have friends who have so little confidence in their ability to spell that they bring their letters for me to check. These friends would be inhibited from writing their thoughts for publication because of this lack of confidence. It is important, and only adept spellers claim otherwise.

It would be ridiculous to assert that deliberate misspelling in signs and advertisements is a major cause of poor spelling. It would be equally ridiculous for the manufacturer to claim that this practice is of any help to anyone trying to learn to read and write.

How does a parent or a teacher answer this question from a child? "Why do I need to spell correctly if the people who write these advertisements can spell words as they please?" Do we, perhaps, take the easy way out and simply say, "Because they are wrong?"

Then the smart child will say, "They may be wrong, but they make money and they have jobs." What do we say then? It is better to be right than to have a job? Being right will not pay the rent.

Why, then, do advertisers make it more difficult? Why do the proprietors of the brandname "Playskool" spell the name with a "k"? Why spell "lock" without the "e"? It is not funny; it is not attractive; it does not give the product distinction; it does not help us to understand what exactly the product is; it is not clever.

It is three things. It is patronizing, and as consumers we should not allow ourselves to be patronized. It is educationally obstructive, and as parents and teachers we should not allow our children's education to be obstructed. It is self-defeating, because 1, for one, will only buy night lights, not nite lites, and locks, not loks, and while I will happily watch *Play School* with my daughter, I will choose her toys from companies whose advertising executives can spell school in the normal way.

These are people who claim to have our children's interests at heart. I hold this lie to be self-evident.

PLAY

A new game

Bob Hughes

Towards the end of September, a working party of the Sports Council is expected to give its verdict on whether or not the council should accept responsibility for national co-ordination of children's play activities. This follows the demise of The Association for Children's Play and Recreation Ltd, or Playboard, a quango funded by the Government which closed down in March.

Play, perceived by many as the key to child development, is now apparently to be considered as an appropriate candidate for absorption into the world of sport. And instead of being regarded as the window through which children gain a perception and understanding of the nature of the universe, it may now be seen simply as an appendage of sport. Whatever else play is, it is not that.

Although sport describes a range of wonderful and valuable activities, one could nevertheless be forgiven for wondering if the working party is really clear about the even greater enormity of this brief, and if it is, whether it ought not to be questioning the appropriateness of its involvement?

Meanwhile, the "play" world insists that the value and importance of play lies in its function as a mediator of individual development. In this age of high-rise city-centres, and leisure and theme parks, many children are still denied a life ingredient of very considerable importance.

Hostile or impoverished environments distort children's play and increase the tendency towards criminal behaviour, psychiatric disorders, perverted fantasies and other biologically unsound behaviour.

High quality provision for play on the other hand can go a long way towards both aiding development through play and alleviating the adverse effects of the human-built environment by providing a rescue, repair and development service for children in a play setting. But this would mean a much more imaginative approach to, for instance, inner city issues, than is being proposed at the present time and in these areas, time is running out.

Playboard, which was set up to deal with some of these issues, finally appeared in 1984 after a successful lobbying campaign. Neil Macfarlane, the then Minister for Sport, was given the job of minister with responsibility for co-ordinating government response in the field of children's play, and £700,000 pa for three years was allocated to establish the new national co-ordinating body.

But three years later it was closed down and the Sports Council was invited by the Department of the Environment to pick up the ball again, hence the working party.

The real cause of the failure of Playboard seems not even to be an issue though it cost the taxpayer more than £3,000,000. What is clear however, is that the young have been failed yet again. Surely their needs deserve more consideration and vision than simply being shuffled off into a convenient pigeon-hole like the Sports Council? Or is it just that because they don't have the vote they are not perceived as a priority?

Bob Hughes is founder and coordinator of Playeducation, an independent playwork training consultancy in Bristol.



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AIDS

Excuse to do nothing

Steve Reader

What a boon K P Napier's article, "After the deluge" (*TES* July 31), will be to those teachers and governors who are nervously wondering what, if anything, to tell their students and pupils about Aids. Now they have the perfect excuse not to do anything.

They can put aside their anxieties, their pastoral curriculum memoranda, and their half-prepared schemes with a clear conscience, until there is incontrovertible scientific proof, and so avoid all the discomfort and controversy which surrounds this particularly unpleasant part of sex education.

Mr Napier is, of course, right in his main premise that much of the literature contains phrases like "experts believe that", "it is estimated that", or "researchers think that", rather than concrete statements of fact, but that is simply because the natural history of the disease is not yet known.

Does this mean that educators should wait until scientific research can actually provide all the answers we need? Has science ever been able to do that? The DES, the "experts" and, more importantly, the majority of our young people do not think so.

Despite the deluge of information and advice, there is a vast amount of fear, ignorance and complacency about Aids. The initial government campaign created more confusion than existed before it. Girls are confiding that they want no sex life – ever. To kick a ball badly in the playground is to be called "Aids", in much the same way joke about condoms but many do not intend using them.

I believe Mr Napier to be wrong in at least one of his statements, which is that "so far all cases of Aids stem directly, or indirectly from homosexuals". To allow such a remark to go unchallenged is to make bigotry respectable. It is true, of course, that in the West, people with Aids have in the main been homosexual males, apart from intravenous drug users, prostitutes, haemophiliacs, patients who have unwittingly been given infected blood, and the sexual partners of such people.

The actual source of the infection is only informed speculation but it is now thought that the *original* source was in Central Africa where it is rife among heterosexuals of both genders. Even so, most people with Aids in the West will continue to be homosexual males for the next few years, for the very obvious reason that they became infected long before anything was heard about the disease. Thereafter, unless we do something about educating young people about it now, the illness will undoubtedly spread among heterosexuals. Incidentally, I think a check with local sexually-transmitted disease clinics will reveal that homosexual males have very largely modified their sexual behaviour, and that the same is not true of their heterosexual counterparts.

I really cannot believe that Mr Napier is even considering the seclusion of children with the infection from school. Presumably, he would also remove similarly affected teachers, cooks, office staff, caretakers, advisers, EWOs, publishers' representatives and, of course parents or other relatives. There is a wealth of evidence that families living with an infected member do not catch the disease, nor are they advised to take any special precautions.

If we followed Mr Napier's argument to its logical conclusion, people with Aids would even be excluded from hospital and hospices, let alone any ordinary meeting place such as supermarkets, sports clubs or streets. I wonder who else he would like to send to the leper colony?

The most worrying thing his article reveals is the attitudes which are formed from confusion. May I recommend that he and others in a similar position take their worries and concerns to their local clinic for sexually transmitted diseases, or perhaps ring one of the many Aids phonelines? I am sure they will then be in a position to make rational decisions.

I am glad I work for an authority (Oxfordshire) which has made positive and significant moves in this area. Over the past year many teachers and other workers with young people have been attending Aids education days so that they can prepare programmes in the light of the knowledge available.

In the school in which I am a head of year a working party has produced a scheme of work which includes two age-related booklets, a teaching pack, and a video for older students. The governors have been involved at various stages and they approved the final package last term. In September all teachers will receive some training and then the programme will be included in the pastoral education scheme at appropriate times for each

FEATURES

Turning back the clock

Mr Baker's plans for a national curriculum threaten the major achievements of pre-vocational education, says **Andy Armitage**. They will also penalize schools which give children with special needs a chance to thrive, argues **Alan Dyson.**

If there are differences in content and approach between the major pre-vocational schemes launched in the past five years – TVEI, YTS, CPVE and (from September) BTEC/City and Guilds 14 to 16 programmes – at least two crucial features underpin them all: the recognition that the traditional academic curriculum simply does not reflect, and can inhibit, the way most youngsters learn; and the realization that bolt-on, end of course, norm-referenced assessment does not adequately do justice to the learning that has taken place.

In both respects, the National Curriculum 5 to 16 consultation document turns the clock back. Ironically, it shares with the main prevocational schemes an important feature: the notion of a core curriculum to which all young people should have access. Quite what is meant in the document by a national core curriculum, however, is not at all clear.

The document does specify three core subjects – English, maths, science – and seven other foundation subjects: a modern foreign language, technology, history, geography, art, music, and physical education. Throughout, however, the claim is reiterated that "The description of the national curriculum in terms of foundation subjects is not a description of how the school day should be organized and the curriculum delivered."

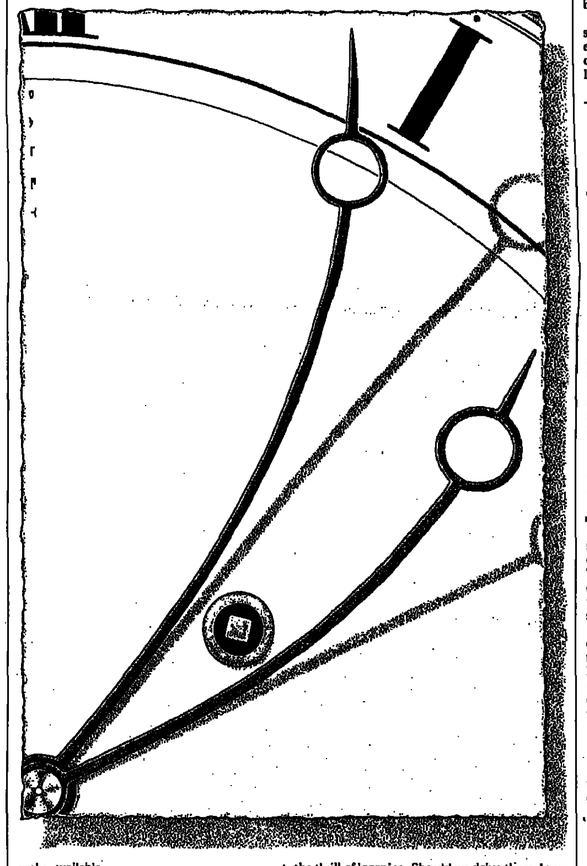
So the national curriculum document seems to amount to curricular guidance which most teachers could well do without since, in the majority of schools I have contact with, there is a general consensus about a core curriculum anyway.

Or does it? For years four and five, the foundation subjects, along with further additional subjects, are given precise percentage allocations of curriculum time. We are reassured that these allocations are not to be included in legislation but "the foundation subjects commonly take up 80 to 90 per cent of the curriculum in schools where there is good practice".

It is naive to think that a subject-centred curriculum framework; such as the one described here, does not entail a specific way in which the curriculum will be organized and delivered, particularly when, in years four and five, we are given precise time allocations and when "programmes of study" reflecting attainment targets, content, knowledge, skills and processes are to be based on the recommendations of subject working groups.

One of the chief ills the national curriculum is intended to cure is "underexpectation on the part of the teachers of what their pupils can achieve". I would not deny that such underexpectation is widespread. But, in my experience, the cause is the subject curriculum stranglehold teachers and pupils find themselves in, resulting largely from the backwash from O and A levels. The national curriculum itself threatens to tighten that stranglehold.

There are one or two attempts to illustrate how a subject-based curriculum framework need not imply a traditional subject-based timetable. These reveal the contradictions in the Government's thinking. One is a very shaky paragraph (18) where, out of an uncomfortable awareness that cross-curricular themes such as information technology and health education, which have been central features of many pre-vocational programmes, do not quite fit the subject-based model, we are told "It is proposed that such subjects or themes should be taught through the foundation subjects, so that they can be accommodated but *without crowding out the essential subjects*" (my italics) – rather like unwelcome guests?



Dangerous diversity

by Alan Dyson

There is a sort of "Murphy's Law" in education. It goes like this: "Whenever an educational system – be it a school or a classroom or a national service – is designed to cater for the needs of *all* children, there will be some children it does not cater for".

It has a corollary: "Whenever you think you know what children need, some child will come along who needs something else".

Teachers know it doesn't pay to plan too precisely, or to stick to plans too rigidly. There will always be some children who respond differently from the majority in any given lesson, and some who respond differently in every lesson. Such children have been given many different labels over the years. Nowadays they are called "children with special needs".

One cannot help wondering whether Mr Baker recognizes this inbuilt diversity. Take the suggested attainment targets in a range of subject areas. Certainly no one is going to quarrel with the idea that teachers should know what they are trying to teach. But in separate *subject* areas?

One thing we have surely begun to learn over the past 20 years is that many pupils find the traditional academic subjects difficult, and we offer them a second rate education if that is all we make available.

There is a further problem in having a series of progressive attainment targets at 7, 11, 14, and 16, leaving aside the probability that the testing process will simply reinforce the sense of failure of many pupils. In the real world of the classroom, it simply does not hold water. Children, particularly children with special needs, do not make neat steps from one target to the next. They learn and then forget, or leap ahead and then regress, or fly off at an unexpected tangent.

They also often come to dead ends. There are many 14-year-olds, who cannot read or write fluently, despite years of intensive teaching. There are 11-year-olds who come to loathe geography or history or science. They never see the thrill of learning. Should we drive them down the same road as everyone else simply to make the system look neater? Is a tighter prescription of what they are *taught* necessarily going to increase what they *learn*?

But the idea of accountability presents even greater problems. Again, no one can argue that schools should not be accountable. But accountability in Mr Baker's proposals means something rather different. It means the publication of attainment test results and schools being actively encouraged to compete with one another.

In such a situation, children with special needs are bad news for headteachers and governors. They depress the school's results; their failure makes the school look like a failure.

A second attempt comes in a reference to TVEI where teachers are to build on the framework offered by the national curriculum and to take forward its objectives. This will allow them "to adapt what they teach to the needs of individual pupils, to try out and develop in pupils those personal qualities which cannot be written into a programme of study or attainment target".

Much of the good practice emerging from the TVEI pilot projects has been cross-curricular in nature, focusing on a modular, not a traditional subject-centred approach which this document countenances.

It is not clear, either, how the Government is to reconcile norm-referenced tests at 7, 11, 14 and 16 with its plan to introduce records of achievement for all. My knowledge of the pilot projects suggests there has been a recognition that a record of achievement is not a pretty folder handed out on the last day of compulsory schooling, but that a summative record needs to be cross-curricular and be arrived at by formative profiling throughout the secondary phase, a process the subject-centred national curriculum is bound to inhibit.

In the terms of reference which will guide all subject groups, we are told that they "will be expected to ensure that the content and teaching of their subject brings out its relevance to and links with the pupils' own experience and practical applications; and that the programmes of work contribute to the development in young people of personal qualities and competence such as self-reliance, self-discipline, an enterprising approach and the ability to solve practical real-world problems, which will stand them in good stead later in life".

'Underexpectation is widespread but in my experience the cause is the stranglehold of the subject curriculum'

These are, of course, the aims that lie at the heart of the pre-vocational schemes mentioned above; aims they have already demonstrably achieved. To suggest that the national curriculum, as proposed, with its associated assessment, can equally "develop the potential of all pupils and equip them for the responsibilities of citizenship and for the challenges of employment in tomorrow's world" is empty rhetoric.

Andy Armitage is senior lecturer in pre-vocational education at Canterbury Christ Church College of Higher Education.

schools have opted for a policy of integrating children with special needs into ordinary classes. They have disbanded remedial groups, withdrawn fewer pupils from lessons, and sought to form working relationships with local special schools in order to admit more of their pupils.

All this has required an immense commitment of time, resources, and – above all – goodwill on the part of mainstream schools. Headteachers, heads of special needs departments, and classroom teachers have felt that their own inconvenience was a small price to pay for giving children with special needs a "second chance" at the full range of the comprehensive curriculum.

But it now seems that such schools are to be penalized for their high-mindedness and generosity. The presence of children with special needs will produce an ugly-looking bulge at the bottom of the test result figures. It will inevitably seem that if so many children are failing to learn, someone must be failing to teach.

Some enlightened parents of prospective pupils will look at the results and appreciate the commitment of the school to *all* its pupils. But many more will look at the far more impressive results of the ex-grammar school down the road and opt to send their children to a school that will not touch special needs with a barge pole.

Diversity is indeed dangerous. It does indeed allow the second-rate to flourish and make the system difficult to manage. But the children that the education service is designed to serve are far more diverse than their schools. And there is an even greater danger in uniformity than in diversity. While diversity may include too much that is inferior, uniformity excludes too many who are different.

Alan Dyson is special coordinator at Benfield,

FEATURES

Time and motion study

Norma Cohen looks at the way rhythmic movement seems to help some children with learning difficulties

Children do not move as much as they used to. At least not in school time. And it is affecting their health. This is the message being heard increasingly from parents and educationists. Dance, gymnastics and sport all play a vital part in helping children develop not only kinaesthetic skills of timing, balance and spatial awareness, but also the broader life skills of confidence, self expression and team work. Movement therapies are becoming an important component of physical and psychological "recovery", both in special education and in hospitals.

One pioneer of movement as part of a holistic education was the Austrian philosopher Rudolf Steiner, who created the art form known as Eurythmy in 1912. He believed that Eurythmy, with its emphasis on rhythm, poetry, music and choreographic form would help integrate the child's emotional, physical and spiritual needs, while sustaining the indefinable concept of the "etheric" or life forces. The nearest equivalent would be the vital "chi" energy in the Chinese calisthenics known as Tai Chi.

Steiner schools, special schools and communities for the handicapped proliferate abroad, chiefly in German-speaking countries. In Britain, the nucleus of 40 or 50 is growing. Education focuses on Eurythmy as the interpreter of many curriculum subjects, including geometry, painting, storymaking and play-acting.

How does Steiner's theory of "visible song and visible speech" actually work? Eurythmy therapist Jacqueline Nielsen, who taught for two years at a Steiner school for mentally-handicapped children, and three years in the French department of an ILEA secondary school, explains: "Every time we make a sound, we have to obey certain laws of movement, using muscle tone with a particular kind of dynamic energy to explode like a K or a T, flow like an L or "revolve" like an R. "Speaking with your body" is simply expressing more fully what the larynx and other organs are doing. All sounds, whether vowels, consonants or diphthongs, have an accompanying gesture in Eurythmy; and each sound, believed Steiner, has a creative, "forming" power. When this sound is expressed visibly in gesture, it can help the flow of language."

But the physical body is the last thing that moves. Steiner once called this art form "gymnastics of the soul" as the "inner, creative urge to communicate" is of prime importance. Therapeutic eurythmists are able to work with people who are paralysed, as it is possible to practise without moving a muscle.

The use of Eurythmy in therapy for children with specific illnesses or learning difficulties, demands a specialized training following a four-year artistic training course at a school for Eurythmy in England or abroad. Jacqueline Nielsen works at the Department of Child Psychiatry at St Thomas's Hospital. Here, children aged from five to their mid-teens are referred from Lambeth schools by Dan Goldstein, Educational Psychologist for the Hearing Impaired, attached to Braidwood Audiology Unit. Their learning difficulties range from mild autism, speech problems or hyperactivity to lack of coordination, poor concentration and specific reading and writing difficulties often referred to as dyslexia.

In *Dyslexia – what parents ought to know* (Penguin, 1986), Quinn and Macausian state that "joining eye, ear and hand reinforces memory for the shape of words and the sequence of letters making them up". The specific, kinaesthetic approach of eurythmists draws on body movement as the central, linking factor.

"Many children with poor hand eye coordination develop inappropriate writing habits," says Dan Goldstein. "They may, for instance, confuse letters by reversing them, or turning them upside down. It can be useful to stand back and work on gross coordination skills before returning to the fine literacy skills needed for fluent reading and writing."

"While not a cure, Eurythmy can be one way of helping children with long-term learning problems along the road to recovery. By making them more aware via movement of visual relationships – the distinctive differences, for example between B and D, P and Q, – it's possible to develop not just coordination but also verbal memory. And by orchestrating sounds and emotions, they can begin to develop complex sequences and concepts useful in reinforcing learning processes. It's important to help children come to terms with their difficulties, and to learn particular skills and strategies to cope with, and minimize them at different stages of development."



Body language: all sounds have an accompanying gesture in Eurythmy

Jacqueline works mainly on a one to one basis, using copper rods and beanbags to help develop coordination and spatial awareness, as well as focusing on specific curative exercises. One of her predecessors, Jean Hunt, evolved simplified exercises for children with learning difficulties in her booklet, *Move in Time*, using beanbags which children move in circles, loops, arches and figures of eight around the body.

She also developed sequences using copper rods (an important component of Eurythmy) to encourage finger and wrist dexterity linked with writing problems. "These exercises, slightly gymnastic in character," says Jacqueline, "help the child to relate more positively to the different spatial directions: up and down, left and right, and also to create the circles, loops and straight lines that form the different elements of writing."

Eight-year-old Nicholas is one of several children with learning difficulties who have Eurythmy therapy once a week. Although bright and highly articulate, he has poor concentration and pencil control, a slight tendency to hyperactivity, and great difficulties in writing. Jacqueline helps him with jumping exercises to coordinate the limbs, and intricate stepping exercises using irregular claps to improve mental concentration. But she begins with rhythmic breathing and stretching movements aiming to slow down his movement in place of his tendency to "gallop through". Slow, rhythmic walking, involving balancing, lifting, carrying and placing of the feet help to "harmonize" him, while forming spirals and arches using beanbags and rods, helps such children develop a spatial awareness in place of their habitual chaotic attitude to random scattering, gripping and stretching help these children "get the feeling of the shape they can't write because they don't feel it inside them", and capitalize on every child's love of ball games, with their emphasis on differing directions and rhythms. Complex finger exercises: stirring with rod, gripping and turning, and "piano playing" help develop hand dexterity. The session ends with an intricate exercise which involves jumping in squares over a rod placed on the ground. The atmosphere is one of absorption and fun. Sometimes Jacqueline joins in, mirroring the movement or holding the rods, always accompanying Nicholas with poems and verses she has found, or the children have created.

Why poetry? "Poets know that sound affects people. Eurythmists take this one step further. If you sprinkle talcum powder on a cello and then sound a certain note, that powder will form itself into quite an intricate pattern. Sound does have the power to move. Just as music therapy works with rhythms and tunes to affect the child's psyche, we use poetry to bring those sounds a child finds difficult into gesture. There's often a connection between the child's ability to speak, and their ability to relate to the external world.

"My hunch is that children these days are not educated in a sufficiently rhythmic way. Many boys with learning difficulties (strangely, almost all those I see with such difficulties are boys) say they rarely learn poems at school. I feel this can make for speech and coordination problems. Children can find it physically painful to make letters and figures often, forming them back to front. Movement can help them develop a sense that people who die come back to live as another person or a creature. That night as I rescued a spider from the rising bath-water, my five-year-old looked tenderly at it, and said softly, "I think that might be Uncle Joe."

She maintains an unswerving interest in every word the rector utters. Hymns are sung at full volume, moving from gentle crooning to wild dervishes as the religious fervour takes a hold. "God made the garden of creation and he filled it all with love. Go-od Made the Garden of Crea-Shon and Filled It A-all With Love" she bellows first thing in the morning, as she knocks off yet another quick sketch of the parting of the Red Sea.

Recently, she has heard some version of the prayer that suggests that from dust we come and into dust we go. It has become another regular and cheerful chant.

The other day, she and I were chatting amiably on the landing outside her bedroom. She was telling me some lesser known facts about Moses, but carefully guarding her door, taking glances from time to time behind her. "Why won't you let me in your room?" I asked, with genuine curiosity. She replied with an ingenuous smile. "We really need peace and quiet in here. There's an awful lot people coming and going under my bed."

But Nicholas also suffers from breathing problems. Alongside his other exercises he practises sequences to encourage rhythmic, flowing movements rather than hurried, disconnected actions. Such exercises recreate physical processes, says Jacqueline, helping release tension and improve circulation while opening the chest the central springboard in eurythmic movement. Together, they practise breathing and pushing exercises, building up to games using arms, chest and back: exercises that mirror a water fountain to aid fluidity of inner and outer movement.

Six months on, after faithfully practising the sequences at home each day, Nicholas's writing has improved considerably, he copies "forwards, not backwards" and is able to "feel" letters more easily than before. Since visiting the clinic, his frequent bouts of croup have greatly reduced. And while he still cannot tie up his own shoelaces, he can now manage his own zips, a major coup.

Jacqueline's referrals include those from the constipation clinic attached to the hospital. With these children, she focuses on rhythmic expansion and contraction exercises. They learn to "breathe" in and out with their whole body, using calm, flowing movements that help to relax them. Then, using verses with strong consonant sounds, the child recreates these sounds with his or her body, to help the processes of digestion and elimination. "The energetic rolling, circular movement of R, the hard, karate-like kicking movement of K and the heavy, downward, streaming movement of D help counteract the rather light, "grasshopper" movements of many constipated children, and encourage and activate body processes which have become lazy or inactive."

Jacqueline feels that real healing would get to the emotional source, but that it is often only possible to get there via physical exercises. "Problems are often deep-rooted, and patterns may have developed that are difficult to shift. I can't cancel out the original experience – either lungs that have not formed properly, or tensions building up over the years that may result in bedwetting or constipation – but I can work to undo old patterns, and to create new experiences. The more I can help children to be confident, strong and flexible in their bodies, the stronger will be their resistance to future illness."

Eurythmy therapist John Logan, who spent three and half years working in St Thomas's Children's Day Hospital, and now works at the Blackthorn Trust associated with an NHS practice in Maidstone, adds another perspective. "Many of the young children I saw at St Thomas's displayed what I called the 'Billy Budd syndrome'. Their frustrated desire to communicate came out as violence towards staff and other children. These Billy Budds were children with delayed speech development. Expressive movement needed to be drawn out of them, not just reflected back. Eurythmy helped them to discover there is such a thing as language, that the primordial, aggressive energy in us can be given a purposeful, social form, and that this energy does not have to lead to frighteningly explosive and destructive outbursts.

"These children first discovered expressive gestures with their arms and legs via rhythmic participation in songs and poems. That discovery helped them towards finding the more internal gestures that produce speech and song. At first, these Billy Budds would begin to move along with the other children, gradually putting more of themselves into the expressive mood of the text. Eventually, they would begin to sing or speak for themselves – a moving process to witness, children finding their own voice for the first time."

Jacqueline does not pretend miracles. "Eurythmy doesn't provide test-tube proof of change, which can only be assessed by honest observation from teacher, therapist and parents. But as I work with Nicholas's movement, I can see that some of our efforts are translated into his writing, which is slowly improving."

"Many children with learning difficulties may make a large scale improvement in the short term, with the help of Eurythmy," adds Dan Goldstein. "However, problems will often persist throughout their educational career, particularly at transition points such as the change from primary to secondary school, when they are likely to need additional help. Eurythmists are aware of this. But there is no doubt that Eurythmy can help them develop the confidence they need over the years to finally achieve."

Move in Time by Jean Hunt is now available in a combined book, Take Time *by speech therapist Mary Nash-Worthington from Emerson College bookshop, Forest Row, Sussex; and from the*

FEATURES

On beginning school

Nikki Foster witnesses a startling transformation



There are many things you have to accept when your child starts school, and I am not talking about the intellectual and emotional confusion, the ambivalent feelings that wash over you as you watch your unique and precious little vessel float away on the choppy seas of state education.

I am talking about adapting to being called a wally, amid nervous giggling while waiting for your response, about always being greeted with uncontrollable giggling if words like bottom, pants or smelly should crop up in the conversation. You must learn quickly that you cannot read to the end of *The Fat Pig, Book Two*, because the teacher said to read to page eight and if we so much as glance at page nine in the safety of our sitting-room, she will somehow know and life will be completely unbearable from then on.

There is immense pressure to make sure your child does not look any different from anyone else's. Making a gym-kit bag is not very exacting, but getting it *precisely* like Ruth's and Tracey's is a task requiring equal proportions of surveillance techniques and the skill of the master forger. You have to accept the sudden ear-splitting wail when your child has discovered some infinitesimal difference between her uniform and that of the newfound "best friend": a variation in the weave of the shoe-laces, an extra fold in the cuffs may be all that is needed to produce the kind of tears and screaming that would be more appropriate as background noise for a chain-saw massacre.

You learn to live with the attitude that you are a dinosaur, a vast, cumbersome creature with a tiny brain.

"We did Scottish Maps today, Mummy."

"Maths, you mean. Scottish Maths."

At a volume that shatters crystal, and with a look of total outrage; "Scottish MAPS, I said that's what we did. Scottish MAPS."

Only the teacher can set the record straight. You learn to clench your teeth and smile politely through sealed lips, as yet another glowing eulogy flows across the tea-table:

"Mummy, I *love* Mrs Findlay. She tells us interesting things . . . and she *never* shouts at us . . . and she has lovely skin . . . she draws beautiful things on the blackboard . . . and she has *lovely* buttons on her cardigan."

Much of this you can reasonably expect and anticipate. However, what I had not thought about at all was the sudden injection into our secular lives of orthodox Christianity as received and understood by a five-year-old, from her regular, well-intentioned and of course, compulsory religious education.

We were introduced to the subject recently, as we sat down to lunch one Saturday. Our newly-appointed religious affairs correspondent stared with interest at the loaf of bread on the table, and remarked, casually: "Jesus is a roll."

The adults in the party let out such roars of laughter that crumbs were sprayed over all the surrounding furniture, but she continues, dead-pan, just as she must have seen Mrs Findlay do, confronted with 25 infantile gigglers.

"Not that kind of stuff, with bits in it, and brown. A nice, soft, white roll."

She was so deadly serious we tried to quell our convulsions and look suitably awed by what we were about to receive. I tore off a defiant bite and asked her how she knew. "The rector brought some rolls into RE and said they were Jesus's body. We all had a piece. He said if we lived in God's family we would eat them every week. Anyway, I wish I lived in God's family. I like soft white rolls better than this." She looked at her plate with contempt.

We stifled sniggers and wished that the Church of England had a least accepted the nutritional value of wholemeal bread. Some high fibre in the communion service might go toward alleviating the problems no doubt accruing to the faithful, crouched on those cold, hard seats every Sunday! Circle scenario. Many people. I explained, think down the cutlery, a small voice suddenly warns: "Mummy, God's on the table". I stop dead in my tracks and refrain from any of the wisecracks that spring to mind – "Shall I set another place, then", or "Shall we ask God to use a chair like everyone else?"

"Is he?" I ask, with contrived nonchalance.

"The rector says that God is everywhere, so he must be on the table too."

I attempt to explain to my daughter what I think the rector might mean. The next morning, as I sit wall-eyed, at breakfast, she inquires casually, "*Is* the Holy Spirit God's wife?" It is a tricky question at 7.30 *in the morning*. Where does the Holy Spirit fit in to God's family set-up? A rather fussy maiden aunt perhaps? Or that endearing bachelor uncle with boundless time and ingenuity, the fun relative everyone wants to have around?

I continue to try to take a lively if equivocal interest in all the new and riveting facts brought home by my budding theology student. A distant death in the family was reported to the rector. Back home came the message that great uncle Joe would now be with Jesus and God in heaven. As the conversation turned to wondering whether Jesus could play bridge too, I began to introduce one or two alternative ideas to this cosy Family Circle scenario. Many people. I explained, think

Death of a mode three

Phil Sanderson mourns the loss of curriculum innovation with the coming of GCSE

I have just finished nailing down the coffin of our mode 3 GCSE chemistry course. As with probably most mode 3 submissions, it had begun life as a mode 3 CSE course in the 1970s. It had run alongside a traditional O level chemistry course and covered material similar to this for the first two terms of the fourth year before diverging to focus on what might be called applied chemistry.

Relevance was the keyword in writing the course, special topics covered in depth being metals, plastics, water and environmental chemistry. The latter was a relatively recent development and included fieldwork with pupils tracking down water pollution.

With the publication of the national criteria with their emphasis on the social, economic, environmental and technological aspects of chemistry, I thus looked forward to an easy transformation of our course into a limited grade mode 3 GCSE. Sadly it was not to be.

It was with great hopes then that I submitted our first proposal form to the Northern Region Examinations Board (NREB) section of the Northern Examining Association (NEA) at the beginning of September 1985. Six months later, at the end of the Easter term, it was returned to me for changes to be made to bring certain sections in line with the NEA booklet *Instructions and guidance for centres on the Submission of proposals for mode 3 GCSE syllabuses.*

I duly, as I thought, carried out the changes requested, but not apparently to the board's satisfaction for the amended proposal was again returned to me at the end of May. A significant number of the changes now being requested could have been dealt with at the first revision if more detailed instructions had been given. For example, a statement of the means by which "differentiation" would be achieved had been requested. But only in the second letter from the board were clear details given of what was required.

It was on June 17, 1986, that I submitted our proposal for the third time. This time, it was passed to the moderator. His comments were passed to me early in the autumn term. A year had passed since our first submission.

The moderator's comments focused particularly on the coursework and again asked for details which could perhaps have been either requested at an earlier stage or preferably specified in the NEA booklet.

Having returned the form within two weeks, I next received it back again in December for numerous small changes to be made to the specimen examination paper.

Again, I returned the form in two weeks, this time for it to be sent to the NEA chemistry committee. It was here that the second particularly lengthy delay occured, the proposal not being returned to me until June 8 this year, almost six months later.

The committee's report opened with these words of praise: "The content and structure of the course is interesting and suitable and includes some excellent ideas, strategies and experiments." Nevertheless, there followed no less than four sides of comment requiring numerous amendments. In particular, the specimen examination material, already scrutinized by the moderator, came in for further criticism.

The Board's representative in Newcastle was as helpful and supportive as ever but no amount of encouraging comment from her could get round the fact that here we were, in June 1987, 21 months after our first submission, with a course not yet approved by the NEA, never mind the Secondary Examinations Council; a course due to be examined in 1988.

We had three choices:

- ☐ persevere in the hope that approval would come in time for the 1988 entry;
- ☐ postpone the first entry until 1989; or
- ☐ abandon the course.

To me, the first choice was the one which instinctively appealed but what would be the consequences of failure to gain approval? Two classes of pupils would have been prepared for a non-existent exam.

The second choice was feasible but with the move away from separate sciences now set to accelerate in County Durham with the designation of every pupil as a TVEI pupil, planning to examine a *new* separate science GCSE course for the *first* time in 1989 seemed somewhat anachronistic. Reluctantly then, it was the third choice, abandoning the course, which we took.

I wonder how many others have been down the same road; a mode 3 CSE course honed to fit local circumstances, carefully adapted to meet GCSE criteria and then destroyed by endless bureaucratic delays. Of the 21 month lifespan of our mode 3 proposal, almost 18 months were spent with some part of the examining board.

Rightly or wrongly, the feeling at grassroots level is that examining boards have been doing their best to discourage mode 3 GCSE syllabuses. Our mode 1 practical assessments for example have been subjected to much less scrutiny than those submitted with our mode 3 proposal.

With the demise of CSE, it seems that much successful curricular innovation carried out to create mode 3 syllabuses must have been lost. No doubt some fragments still appear in classrooms enlivening mode 1 courses but like our own course of recognized GCSE quality, they will never more be seen in their entirety.

Perhaps it is just as well. Their quiet premature deaths may yet be preferable to being crushed under the heel of Mr Baker's National Curriculum.

Phil Sanderson is head of chemistry at Framwellgate Moor Comprehensive School, Durham.

Review

Deserted songs

Gerald Haigh on the importance of musicals – and on their shameful neglect by music teachers



Susan Bigelow as Nellie Forbush in the New York City Opera Production of South Pacific

Forty years ago I was admitted free – thanks to my late aunt Marion – to see *Oklahoma!* at the Theatre Royal, Drury Lane. Not that my aunt had any influence at the Theatre Royal. It was just that she had decided at the last minute to take me along with her own family on a Barnsley Co-op trip of London, the climactic event of which was the theatre visit. The fact that while there was room on the coach there was no spare ticket for the show left aunt Marion entirely unfazed, and to the accompaniment of a diversionary barrage of "Eeehs", "Ooohs" and "By the 'ecks", she swept me past the various Drury Lane flunkeys half concealed among her generously proportioned clothing. I sat with one cheek of my bum on one seat and the other on the next, an armrest prodding me in the back. From that day I have had a dull backache which flares up whenever I hear "The Surrey With the Fringe on Top".

Eventually I sang in *The Desert Song* in a lavish National Coal Board production which, according to my mining uncles, put a shilling a ton on the price of coal. The following year I played rehearsal piano for *Show Boat*, my job on the nights of the production being to put leg make-up on the dancing girls, an unnerving experience for a callow Yorkshire adolescent.

Since then, my love for the stage musical – its earlier development so well exemplified by the three already mentioned – has continued unabated, and I have become convinced of its status as a major Western cultural genre. Owing but little to the European operettas which preceded them, the American shows which started in the early part of this century and which soon grew into the glorious proliferation of Broadway musicals with which we are now so familiar, have left us with a magnificent and deeply influential heritage of music, story and sheer style.

As the musical developed, so was new ground broken at every turn by courageous composers, writers and producers. There was the social daring of Kern and Hammerstein's *Show Boat* which, in the Twenties, put the Southern racial issue on the musical stage, paving the way for such later thoughtful works as *Porgy and Bess* and *South Pacific*. There was the uncompromising sleaziness of Rodgers and Hart's *Pal Joey*, a world away from the tinsel of the European operetta. There was the revelatory dramatic wholeness of Rodgers and Hammerstein's *Oklahoma!* in which story, lyrics, music and dance were interwoven as never before.

Since the war, Lerner and Loewe and Meredith Willson have ensured the continuation of the basic tradition; Stephen Sondheim has injected the necessary stimulant of anarchy and experiment; Leonard Bernstein has put his head through the hole which Gershwin knocked in the wall surrounding classical music, and composers such as Bacharach and Hamlisch have shown that there are still good tunes to be written. It is even possible to argue that in recent times the centre of gravity has shifted to London, though how worthy Lloyd Webber is of the mantle of Kern, Porter and Rodgers is at the very least debatable.

Hundreds of musicals have been written. Large numbers still exist in published form and on record and video, and the most popular shows are incontinuous amateur or professional production somewhere in the world. All of this, together with the popularity of revivals – *Kiss Me Kate*, for example, presently playing in the West End – heartens all those of us who count ourselves believers.

All the more reason, then, that we should puzzle our heads at the attitude of the educational and artistic establishment, who persist in behaving as if musicals simply do not exist. The composers, for instance, are almost totally ignored in music syllabuses at every level, and this at a time when educators are being particularly careful to acknowledge the existence of jazz, rock and ethnic music. GCSE syllabuses make hardly any mention of the composers of stage musicals – with the exception of Bernstein, whose links with the classical tradition presumably make him respectable – and higher education is equally discriminatory. In musical terms alone this selectivity is nonsensical. Many an hour of musical study, for instance, is spent on pot-boiling songs by Schubert which in terms of harmonic structure and melodic invention are inferior to the best Jerome Kern. And to suggest that the doggerel which makes up the average Grand Opera libretto, in whatever language, can match the lyrics of Oscar Hammerstein or Lorenz Hart, is to fly in the face of the obvious.

One result of neglecting the musical is that we have a rising generation of musicians and writers who are inexperienced in its standards and traditions. This means, I suggest, that this century's steady increase of sophistication in musical, dramatic and production values, which have led, by painful experiment and experience, to the notion of the tightly produced, literate and inventive show, might well all have been in vain. Craftsmanship, almost by definition, is passed on from master to apprentice, and I am not at all convinced that the wealth of expertise which has been built up on Broadway and in the West End is sufficiently appreciated – let alone passed on – by those who should be ensuring its survival. Arguably, Sondheim, and the producer Harold Prince, are the last guardians of the tradition. Apart from them there seems little hope, just lots of evidence that the form has passed into unworthy hands, and bids fair to die, to the feeble valedictory tooting of such hesitant mutants as *The Mystery of Edwin Drood*. The corn which in 1947 was merely as high as an elephant's eye is now actually blotting out the sun – and I think we really should be afraid of the dark.

BOOKS

Words of wisdom

Sixty Years On: Women Talk About Old Age. By Janet Ford and Ruth Sinclair.
Women's Press £4.95.

Janet Ford and Ruth Sinclair have done sterling work in interviewing 14 elderly women from a variety of backgrounds and getting them to talk about their lives. It is an experiment all too rarely carried out, since despite the great interest in elderly people now being shown by a variety of pressure groups and charitable agencies, the plain truth is that it is only in very recent years that the views of old people, with the exception of those rare people who had a brilliant earlier life and are having an easy old age, have been taken remotely seriously. One could argue that it is only now that the opinion formers and decision makers have realized that they too will be old one day. But that is only part of the reason. The other is the obvious – but no less interesting for that – drift away from the youth culture of the Sixties to the realization that the calm and perspective of old age have something to offer of intrinsic value.

Having said that, however, it must be stressed that there are few pearls of wisdom to be found here. Some of these old people are very interesting, and the lives of the two Asian women make fascinating reading, but one wonders all the time why it should be that these two women were lumped together when few of the others were. Indeed, it could be argued that there was a latent bias in so doing. For in the other cases of two women being put together, Maggie and Freda and Mrs Foules and Mrs Irwin, there seems a clearer reason. Maggie and Freda are friends and Mrs Foules and Mrs Irwin have remarkable similarities in age and family relationships, even though one copes far better than the other. But Mrs Gandhi and Mrs Patel have little in common other than the fact of their shared Asian origin. The explanation that their stories prove that there is no such thing as a typical Asian woman is laughable – there are no typical Austrian women, or English women either. But the point being made gives a clue to the politics of the authors, who obviously see merit in constantly drawing attention to what they see as stereotyping of categories – women and blacks – rather than allowing people to speak as individuals.

This is often found in books written by those on the far left of British politics. In this case there is no clear evidence of that, but considerable damage is done to what is otherwise a very moving work by the ostentatious making of unnecessary points.

These women speak for themselves. Fewer conclusions and more of their stories would make better reading, not only for amusement and in order to learn of their lives, but also in terms of sheer memorability – I shall remember Kate, but I shall forget everything the authors told me I ought to notice or think.

Kate, the lifelong Communist whose family is ashamed of her, and Miss Moss, the woman devoted to her fine silver and still angry she was deprived of the education she should have had, are memorable characters. A volume devoted to fuller recollections of these women and some of the others would have made fine reading. Perhaps the editors will consider it one day, for their subjects still have much to tell.

Julia Neuberger



Comparative religion grows in importance as religio-political divisions tear more and more countries apart. *The Encyclopedia of World Faiths*, edited by Peter Bishop and Michael Darton (Macdonald Orbis £19.95) makes a welcome addition to the layman's literature on the subject. Here, 6,000 couples of the Unification Church get married simultaneously by the Reverend Moon in Seoul: the power of this particular movement is alarming.

Select survivors

A Marked Man. By Ada Cambridge. £5.95.
Discipline. By Mary Brunton. £4.95.
Helen. By Maria Edgeworth. £5.95.
A Simple Story. By Elizabeth Inchbald. £4.95.
Pandora.

Pandora's Box has been opened again and out has flown a further selection of Dale Spender's "forgotten" women writers of the 18th and 19th centuries. Her vade-mecum to the series, *Mothers of the Novel, 100 good women writers before Jane Austen*, claims to rescue them from oblivion but it must be said that her list of names is not very different from that given by Queenie Leavis as long ago as 1932 in *Fiction and the Reading Public*. Ms Spender promises another treat: "Australian Women Writers, the first 200 years." Whether we should put up more shelves to accommodate what a contemporary critic described as "these swarms of peers, foundlings and seducers" is a moot point.

Ada Cambridge does not really belong here. She died as recently as 1926 and would be better termed a great-grand-daughter of the novel. This edition of *A Marked Man* is, the introduction tells us, the first for 100 years and it is suggested that her lapse into obscurity is "that old story of the suppression of women's literature". It is not suggested that she has been forgotten because, in this example of her work at least, she is unreadable.

Mary Brunton, unfortunately, is unputdownable. Her choice of titles, *Self-Control*, reprinted last year, and *Discipline* might lead one to expect moderately restrained prose but not a bit of it. Wildly improbable plots sweep the reader along irresistibly but in the end one is surfeited with the calamities that befall her heroines and irritated to have wasted so much time which would have been better spent on Maria Edgeworth and Elizabeth Inchbald, both writers who are, *pace* Ms Spender, far from forgotten.

A daughter of Richard Edgeworth's first marriage, Maria lived from 1767 to 1849 and her chief interest now lies in her political and social background. Her father was a well-known Irish landowner and educationist. An admirer of Rousseau, he had ample opportunity to put the philosopher's precepts into practice for – whether cause or effect we do not know – he married four times and had twenty-two children. His eldest son was encouraged to run wild and do nothing but "what was agreeable to himself". In the end he ran off to sea, leaving, one hopes, his 21 siblings to a slightly more conventional upbringing. Maria was a didactic writer, much influenced by her father who would correct and edit her work. She wrote moral tales for children and several novels of Irish life, the latter so impressing her friend Sir Walter Scott, that he was inspired "to do for Scotland what she had done for Ireland". It was not always easy for her. In 1834 she wrote to a brother in India: "It is impossible to draw Ireland as she is now in a book of fiction – realities are too strong, party passions too violent to bear." *Plus ça change* . . . After her father's death she ran the family estate at Edgeworthstown and it was after a silence of 17 years that her last novel, *Helen*, was published. This, said to show "a falling away in her powers", was never considered one of her best works, but all the same it is well worth reading.

The best last. *A Simple Story* is great fun and just what one might expect from an actress and playwright whose forte was comedy. Mrs Inchbald's plot may feature the familiar heroines and villains but it is written with a sly delight that lifts it into a class of its own. The introduction to this edition threatens something very different. We are told that the book is politically motivated by the plight of Catholics in Protestant England and by the lack of education for girls, but it is hard to find evidence for this in the text. Certainly Mr Sandford, the Jesuit mentor of the young priest who falls in love with his ward has a hard time of it, but this is only because he is out-dissembled by the females in every encounter, and as far as they are concerned, it is only the lack of what Scott called "the education of the heart" that is a problem. The second half of the book, more serious in tone and written after a gap of some years, is said to have influenced the writing of *Jane Eyre*. Elizabeth Inchbald was a social and literary success and although her diaries were destroyed on her death her biography, written by James Boaden, a friend who had been allowed to see them, gives a fascinating account of theatrical life in the 18th century.

There have been many editions of *Castle Rackrent*, Maria Edgeworth's *chef-d'oeuvre* and of *A Simple Story*, both appearing most recently in the Oxford English Novels series, and while all their works may not be in print most of them are to be found in the public libraries.

The moral, for there has to be a moral in this company, is that you can't keep a good novelist down – even if she does happen to be a woman.

Jane Dorrell

The Squire by Enid Bagnold (Virago £3.95) is a marvellous description of the joys of motherhood and of giving birth. It caused considerable consternation when it was first published in 1938, for being too graphic about anatomical details and sensations.

The Happy Foreigner by Enid Bagnold (Virago £3.95) tells of her own work in France in the First World War in a fictionalized way. Though it has a dreamy quality and some superb moments, it is a slight work.

The fall-out from divorce

Step Motherhood. By Cherie Burns. Piatkus £3.95. 0 86188 613 5.
Divorce Matters. By Jacqueline Burgoyne, Roger Ormerod and Martin Richards.
Penguin £3.95. 0 14 022613 3.

There is a great deal of discussion today about the distressing consequences of the rising divorce rate. These two books attempt to tackle such issues in a constructive way.

Step Motherhood takes the relatively unexplored point of view of the new wife, the figure perhaps least often sympathized with. It is less a sociological analysis than a collection of advice, encouragement and useful anecdote aimed at helping step mothers. Being American it presupposes an income level that is available to relatively few in Britain but, despite this, its good sense approach has much to offer.

In contrast to the traditional image of the wicked stepmother, the main problem for the new wife appears to be her idealistic expectations of becoming "one big happy family", and her eagerness to assume the role of mother. Instead, Cherie Burns stresses her need to learn the slow process of building a relationship of friendship and trust with her stepchildren, which does not attempt to replace their mother, but which is greatly dependent for its success on the support and cooperation of the father.

The book is organized into sections dealing with her situation as it relates to her husband, stepchildren, and outwards to include the ex-wife, in-laws, family and public occasions such as graduation ceremonies, weddings, holidays etc.

Divorce Matters is a more fully researched and informative study of the contemporary state of divorce, its historical development and the present reforms contemplated for improving the courts' effectiveness in mitigating the trauma that divorce inflicts upon its participants, especially the children. The survey is written by an Appeal Court judge, a psychologist and a sociologist, and its scope is thorough and humane. It links the high divorce rate, one in three marriages, with the social traps of poverty and the breakdown of community. "There is something bitterly unjust and ironic about the present Government's recent attempt to introduce courses on 'Education for Marriage and Parenthood' for school leavers just at the time when an increasing proportion are being denied access to the basic building blocks of a lasting domestic partnership – an adequate and relatively secure income and a home of their own." The "on your bike" advice to young people in search of a job can only increase their isolation and hence the likelihood of eventual divorce by depriving them of the traditional supports of family and friends.

The writers have good practical advice to offer on the proposed development of family courts according to the New Zealand model. They suggest that child maintenance might be paid to the state and topped up by it to the level of a living wage, which would ensure more regular payment while lessening the causes for bitterness between the ex-partners. Any such changes must, of course, be accompanied by better child-care facilities if some of the horrendous cases of child abuse that we have recently heard so much of, stemming partly from poverty and women being driven to or forced to remain in violently destructive partnerships through financial necessity, are to be avoided.

Jane Corbett

Repentance and restitution

Toward a Jewish Theology of Liberation. By Marc Ellis.
Orbis Books. (Distributed in UK by Gill & Macmillan) £7.50. 0 88344 358 9

History is peopled by those who conquer and kill. The victors ravage the land of others, driving its inhabitants into exile and seizing their property. What makes Israel different is that we are encouraged to see its foundation as a moral enterprise: as a necessity lest further outbreaks of anti-semitism should succeed in liquidating the Jewish people; as the triumphant return of the chosen people to the promised land; or as the least the world could have done after the horrors of the Holocaust.

All these arguments in some way suggest that the end justifies the means and that the moral claims of Palestinians are bound to be inferior to those of Israelis. *Toward a Jewish Theology of Liberation* provides a refreshingly different perspective to this familiar special-pleading.

Marc Ellis is a Jewish theologian who teaches in a Catholic seminary and has been influenced by Christian liberation theology. He first directs us to the way Judaism itself has changed. Before the Holocaust and the creation of Israel the emphasis within the religion was on exile, suffering and political powerlessness. They combined to inspire a certain passivity in the face of adversity. That long tradition was smashed by Hitler's death camps. Jewish powerlessness was seen to have been immoral, to have threatened the very existence of Judaism. Henceforth only the power nation states can generate would be thought sufficient to guarantee the survival of the Jewish people.

But survival as what? For the experience of nationhood, coming after God's "failure" to prevent the Holocaust, has had profound theological repercussions. For some, like Elie Wiesel, the Nobel peace prize winner, the only ethical imperative is to bear witness to the reality of the death camps; for others the creation of Israel marks the end of the Rabbinnic age of Judaism and ushers in a new era; one of empowerment. The focus of this new attitude towards political power centres on the state Jews now have but is not confined to it. Jewish people elsewhere, Ellis argues, have cast off their political inhibitions.

However, the road of empowerment has created a new temptation within Judaism, that of the abuse of power, the desire for empire. The author notes: "A high ranking officer of a major Jewish denomination remarked once that Israel is a God in the Jewish community – and so it has become. That is why rational discussion of Israel today is so difficult."

Marc Ellis argues that because a powerful strain within Judaism has elevated the state of Israel and its interests into a religious principle, the demand for self defence has buried other moral imperatives. As a result Israel, acting as the USA's poodle, supports repressive governments in Central America and South Africa. Thus Judaism's particular form of empowerment has replaced one set of problems with another. As Marc Ellis writes: "Many fear the Jewish people cannot survive without empire. Over against this view, many reassert that the values of Jewish life are the Jews' essential witness to the world and that without such a witness, Judaism ceases to be Judaism." He buttresses this point with "an ancient Jewish insight" liberation theologians have rediscovered in the book of Exodus. In Exodus God revealed that he wanted his people to liberate themselves from oppression. To form of idolatry; to support or collude with a power that oppresses the poor is another.

Both the author and liberation theologians argue that God shows a preference for the poor, and that those who would live a godly life must help the poor defend their rights and live in solidarity with them. Yet if both the oppressor and the oppressed in their different ways deny the liberating transcendence of God, this presents the author (and Israel) with a problem. For in Israel the poor are the Palestinian people. Justice for them and the future of the kind of Judaism the author cherishes are entwined.

At this point the book's argument falters. Marc Ellis draws an implicit distinction between Israel in its pre-1967 borders and its actions since in Lebanon and the Occupied Territories. This corresponds to the formula – little Israel good: imperial Israel bad.

However sensible this division is pragmatically, philosophically it is evasive. The empowerment of Judaism in Israel oppressed and dispossessed the Palestinians. The author ducks this aspect of empowerment by assuming the prior existence of Israel. (He is thereby spared from having to argue that the rights of the Jewish community are greater than those of the Palestinians.) One way out of this intellectual problem would be to redefine empowerment so that it does not have to include statehood. Ironically, that would lead to the PLO's solution – a single secular democratic state for Israelis and Palestinians. How far Marc Ellis will travel down this road remains to be seen. In conversation he says his book has been described as an act of repentance.

As such it merits respect. Yet bearing witness to a painful truth is not enough. There are over a million Palestinians living in refugee camps. Most want to return to their land; most have kept legal title to their property. In his next book he may make the connection between the call for repentance and the consequent requirement for restitution.

Peter Parker

Patriarchal power centres

Beyond Power – On Women, Men and Morals. By Marilyn French. Abacus £5.95. 0 349 11335 1.

The present state of the world, teetering on the edge of self-destruction, is the sorry culmination of millennia of patriarchy, the only system we know and the only one we ever seem likely to experience. So posits Marilyn French in this, her most ambitious and far-reaching work to date. That men have chosen power – control – as their ultimate good, over women and nature (which French sees as being synonymous) in preference to a higher good – pleasure – is the theme of this mammoth book. Her quest is to prove this and to offer an alternative philosophy for living, as "domination is an ill, not because of some abstract moral principle but because of a concrete moral fact: it makes people unhappy".

In order to chart the rise of patriarchy, French has had to plunge into largely unbroken waters for, as she points out, history is male history, a catalogue of men of power and their deeds – or rather misdeeds. Entire masses of humanity, the poor and almost all women have been ignored, deleted or forgotten by the chroniclers and scholars. French brings new, telling and disturbing facts to the surface. The first human groups appear to have been mother-centred, peaceable communities where work roles were arbitrary. Not for long. Childbearing and care for the young linked women to nature in a way which excluded men. So began the male need to transcend, to seek higher ideals beyond the natural world. Control of nature became "a value superior to the old values of fertility, continuation and sharing." From then onwards handfuls of men have dominated human society, mainly through violence and fear. Great "civilizations" have succeeded one another, warred with and destroyed one another when thwarted, turned inward to confine and control their own peoples (the Eastern bloc, China), sometimes murdering their own populations under the guise of state security (Russia under Stalin).

Science, law, medicine, religion, politics, philosophy . . . French systematically turns these great stones one by one and underneath lies the same damning conclusion: that women have been allowed no part in it all, their voices have been largely unheard and their valuable contribution to human consciousness has never been solicited.

Neither sex, French concludes, gains from patriarchy; men sacrifice gentleness, compassion and happiness itself to their god of "manliness". Women continue to be subjected to such horrors as rape and clitorectomy, punished and blamed by men it seems for possessing "all that one has been taught to despise in the self". So what does French advocate in *Beyond Power*? She views feminism as the only philosophy capable of dismantling patriarchy and its structures. Feminism, sadly, is the very tag which will deter many from reading this engrossing and marvellously argued book.

Dawn Wheatley

The Women Writers of Macmillan's new series (£16 and £4.95) are all entrusted to women critics. While believing that "men have held the floor [illegible] long enough", the editors have announced lively studies rather than polemics. Susan Bassnett on Sylvia Plath recognizes and partly connives at the transforming of writer into myth but provides a helpful account of the parallel transformation of pain into poetry. Pauline Nestor's Charlotte Brontë tends to undervalue the uniqueness of Emily's genius as a way of re-appraising Charlotte's gifts. Fanny Blurney, in Judy Simons' account, is "a quiet and original pioneer".

هكذا من الأصل



Story-telling: a vital lead into reading and writing

Foundations of language

Language is the single main medium of instruction in every school subject. Where public concern is perennially about alleged decline in literacy, concern among teachers and educational researchers is directed towards investigating how language abilities are acquired, and how their acquisition can be best facilitated. They are interested in linguistic disadvantage and how it can affect learning right across the curriculum. Where the emphasis used to be solely on the teaching of reading, it is now shifting to the teaching of writing too and even more to an area which has in the past excited little attention and less status, and which is not strictly a part of literacy at all – the spoken word, talking skills, what has come to be called oracy.

The Meaning Makers (by Gordon Wells, Hodder and Stoughton, £9.95, 0 340 40798 0) addresses many of these issues. It's about children learning to use language, and using language to learn. They can't do the second without having begun to do the first. Gordon Wells conducted a study in Bristol, in which his team monitored a group of children at intervals from the age of 15 months to the end of their primary schooling. They recorded the way in which each child was exposed to language both at home and at school, analysed their language development, and compared their relative progress.

In the first part of his book, Gordon Wells describes and transcribes the children's first, faltering steps with language. They were fitted with small tape recorders programmed to record in short bursts at intervals throughout the day. Of course they recorded what was addressed to the child, too. A large proportion of the language the children heard early in life, apart from endearments, related to being told what to do. So children began to acquire language in the context of *how things should be*. They learned that they could change things from how they were to how they should be. Thus they were learning to make sense of their environment, and to have an effect on it. This kind of interaction with the world in general and with the parent who prescribes how things should be in particular, is a major thrust towards acquiring language. Children learn language in order to be able to interact, and to engage with their parents in collaborative activities. As to the kind of words learned, names are important but so are "change" words, which relate to changing the state of the world – "put", "paint", "take", "come", "mend" "give". Even the children who were hardly spoken to at all acquired language in this way, taking on power with words, as words made sense of the world. By the time the children went to school, they were all competent with language.

What happened when they got there was a rather different story. Some of the children seemed to be performing well with language from the start; others seemed slow and bewildered in the classroom. This was highly relevant to the researchers' concerns because another major area of interest was the idea of linguistic disadvantage. Since the 1960s, Professor Bernstein's idea of the disadvantage of the child exposed at home to the working class "restricted" code of language, rather than the middle class "elaborated code", was influential, but had never been empirically verified. Would their findings bear it out?

Gordon Wells questioned the way linguistic disadvantage is assessed in schools, where the emphasis is on literacy rather than on oracy. When oracy was taken into account, the linguistic disadvantage which was apparent with the written word was minimized with his children, and sometimes it totally disappeared. In some cases apparent linguistic disadvantage seemed to stem from the inability to handle the teacher's "closed" questions, which related to what was in the teacher's mind, not what was in the pupil's. When answering questions means guessing what the teacher is thinking, oral skills almost inevitably falter.

Gordon Wells believes anyway that the origin of linguistic disadvantage is more likely to be in a lack of value placed on literacy in the home environment rather than a lack of exposure to language. Rosie, whose performances throughout tended to be among the poorest, had never been read a story before she started school. Jonathon, who consistently scored high, had heard something like 3,000. "Storying", says Gordon Wells, "is one of the most fundamental means of making meaning." Making meaning means making the world intelligible. Through stories children can come to terms with their own experience, and hear it articulated. They can deal with frightening or violent emotions in a safe setting. They can come into contact with abstract modes of expression. Stories are a vital lead into reading and writing, and "storying" across the curriculum can be an invaluable tool.

Story-telling Rights (by Amy Shuman, CUP, £25, 0 521 32846 2) has a similar concern with stories. It concentrates on pupils' stories though, rather than stories as a means of learning. Amy Shuman immersed herself in an American high school among the pupils for long enough (American researchers seem to have unlimited funds) to become accepted by the students, who were in equal numbers black, white and Puerto Rican. They told stories as part of their daily interaction, often "fight" stories, since fighting was part of daily interaction, too. They also wrote diaries and letters, in and out of class. Amy Shuman found that the written and spoken stories were not distinguishable from each other, that literacy was not distinct from oracy, and that they both could fulfil public and private functions. Both could be collaborative, too. She concluded that the traditional distinction between written and spoken language simply did not exist. The privileged status of the written word was unjustified.

It's the written word, though, that is the issue in **Reading Children's Writing** (By John Harris and Jeff Wilkinson, Allen & Unwin, £20, 0 04 407021 7, £6.95, 407022 5), and the authors do not agree that written and spoken language are no different in kind. They emphasize the importance across the curriculum of not just language, but children's written tasks, where they believe it's not made clear enough to children what is required of them. They too note the importance of "storying". Children understand a narrative structure far earlier and more easily than the more abstract structures of formal writing. The authors want to encourage teachers to approach children's writing by linguistic analysis, looking at the structure of what is written, and how text is organized, so as to be able to help children better with the variety of writing demands which confront them at school. Writing needs to be taught more thoroughly and more specifically than it has been before. There is a blend of theory and practical advice here which makes for an extremely useful book.

Children's Explanations (by Morag L Donaldson, Cambridge, £25, 0 521 32006 2) doesn't have the same practical bias. It's concerned with children's acquisition of the linguistic abilities needed to understand and explain cause and effect, but it reads too much like the academic thesis which it originally was, to be useful in the classroom.

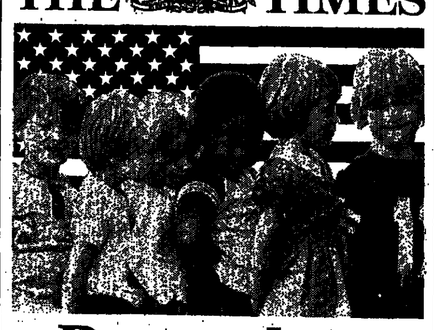
A D Edwards and D P G Westgate listened in classrooms, too. (**Assessing Classroom Talk**, Falmer, £15.95, £8.50, 1 85000 136 7). They were interested in what kind of communication actually goes on there. Talk in the classroom used to be the teacher's prerogative, and went strictly with chalk as the preferred medium of instruction. Now attention is switching to pupil talk, which coming as often as not in non-standard English, is quite different in kind from teacher talk. Pupil talk is valued now, though often children don't understand why, as with the boy quoted here who complains that his teacher "ask dumb questions she already know 'bout". Although teachers want to elicit a response, they don't always go about it the right way, as Gordon Wells found. The habit of asking for labels and "right answers" is a Western cultural one with which many pupils are unfamiliar. So children find it as difficult to understand what is required from them in talk as in writing, like the boy who was silent because in school, "nobody play by the rules he know". There is still always an expectation too among children that whatever they say will be judged by the teacher. The unfortunate consequence of enshrining oral skills in the heart of GCSE is that they are by no means far from the mark; they are being assessed. It's only a non-interventionist non-directive role in discussions, and a sensitivity to what children themselves are interested in talking about that can overcome all this.

Literacy, Society and Schooling (edited by Suzanne de Castell et al, CUP £27.50, 0 521 30844 5, £9.95 0 521 31340 6), is a collection of articles based on research in North American schools, and reflects many of the same themes and concerns. Once again, stories are emphasized as the structure and form children understand best.

Storying seems to be the watchword. Storying is something children can do, and do do as a matter of course. If this facility can only be effectively used as the basis for building up a further variety of oral and written language skills, standards of literacy and oracy will improve, and learning across the curriculum can be helped correspondingly.

Jessica Saraga

THE TIMES



Best or bust

As the new term begins, American parents prepare to camp overnight to register their children in the most popular schools. Next week *The Times* looks at US plans to extend parental choice and asks: could it happen here?



. . . and regularly in *The Times*, **Peter Ackroyd** (left) on books, **Bernard Levin** on the way we live now, **David Miller** on sport, **Frances Gibb** on the law, **John Clare** on education, **Barbara Amiel's** viewpoint, **Paul Griffiths** on music, **Clifford Longley** on the Church, **David Sinclair** on rock, **John Higgins** at the opera, the unique *Times* crossword . . . and much more

THE TIMES

The world's most famous newspaper 25p

Readers' responses

Readers, Texts, Teachers. *Edited by* **Corcoran and Evans.**
Open University Press £8.95. 0 335 15238 4.

In *Readers, Texts, Teachers*, "reader-response" is offered as a more relevant approach to lit. crit. than more established methods of practical criticism. A text can be seen as a "starting point" for the reader, whose response may take the form of creative writing or pastiche rather than of a traditional type of criticism. Continuation of a story, alternative endings, epilogues – these are all suggested as ways of responding to a text. The conventional distinctions between the roles of reader and writer are challenged; reading and writing may be best regarded as two sides of the one process.

It is suggested that "efferent response" (comprehension of factual information) may be an easy option taken by teachers, instead of exploring the "vulnerable sub-conscious", which may be what determines the reader's response, especially in poetry.

Several useful examples are given of "reader-response" work, with a particularly interesting section on "subtexting".

Bridget Loney

Comic and critical

Light relief, veering between the cynical and the facetious, is provided by Nick Yapp's **Bluff your Way in Teaching** (Ravette £1.00, 948456 45 0), a mini-guide for innocents which has it in for schoolkeepers, curriculum development and Anansi stories. Nearly as short but far more serious, David Crystal's **Child Language, Learning and Linguistics** (Edward Arnold £4.95, 713 6492 1) reduces recent theories to an assimilable scale, steering a calm and informative middle and laissez-faire iconoclasts.

Margaret Boden's **Artificial Intelligence and Natural Man** (MIT Press £10.25, 262 52123 7), now newly-experienced, is a substantial and challenging read, of prime interest to computer specialists, but also for any teachers whose work has confronted them with deeper questions in psychology and philosophy. It's a book that by definition goes regularly out of date but remains of great value.

Tom Deveson

lingo

Conject

In *The Observer* of July 12, Mike Foster, managing director of trading at Courage-Elders, the brewers, was quoted as saying: "It is impossible to conject at this stage where that inquiry is going. I could give you 48 different results."

As far as one can make out, it is a long time since anybody conjected. It is marked obsolete in the OED, and it does not appear in the OED Supplement. Chaucer and Wycliff used it, and so did Shakespeare when he made Iago say: "One that so imperfectly conjects."

Where did Mike get it from? It could be of course that he is a man well read in the classics of English literature, and takes delight in seeking out archaisms and promoting them, after a hard day at the brewery. It seems more likely that he was cutting down the word conjecture, on the basis that two syllables are better than three. We must wait to see whether other managing directors will think it a good idea, and raise quite a neat little word from the dead.

It is a puzzle why it died in the first place.

W S Brownville

Hit formula

Drama 1. Edited by J Foster
Macmillan Basic Education series £2.50. 0 333 41574 4.
Opportunity Knocks? By Willy Russell and Polly Teale.
Heinemann Educational £2.40. 0 435 23726 8.
Starting Out Book 1. Challenges. By Grazyna Monvid.
Heinemann Educational £2.40. 0 435 23640 7.



What makes one collection of plays more successful than others for use in the classroom? Macmillan have found a formula that will be difficult to better in a volume simply called *Drama 1*. This is the first in the new Macmillan Basic Education series, the aim of which is to provide resources for the lower years of the secondary school. I would not be surprised to find these plays being used in classes further up the school, for together they present a strong and imaginative range of characters, themes and styles.

The length of each play makes each script perfect even for the "single period" lesson; the layout is attractively spacious, and the use of large print most appealing. But it is the five plays themselves that, with a lightness of touch, cover so many areas of life, which make the book successful. Two ghosts stories, a genre much-loved by 12-year-olds, open and close the collection, but two with quite different – and fascinating – situations and styles: one concerns a school's history, the other African slave trade in the 1780s.

Two other plays are set in schools. "Up School" is a hilarious exaggeration of girls' school stories and sure to be a cult-hit. Finally, the activities the editor, John L Foster, has devised to support the plays are some of the most thought-provoking and interesting I have ever encountered. If this volume is indicative of what is to follow, this will be a series to treasure.

In contrast, Heinemann's latest volumes in their Floodlights series offer a mixed bag. The layout of the scripts in both *Opportunity Knocks?* and *Chillenges* is very cramped, and must make role-reading difficult.

Opportunity Knocks? contains two long plays, the first an inferior variation by Willy Russell of *Educating Rita*. "Daughters of Albion" started life as a TV drama, and tells the uneasy tale of a "trio of girls from the local biscuit factory who stray into a university student's end of term party".

The other play, "Silent Night", is a gem. Polly Teale tells in her introduction to it of the need to write a play for girls; but why do so many writers think they should call their assertive heroines "Terry" or "Sam" or "Jo"? That said, Terry's dilemma is the epitome of good drama, and the girls around her preparing on Christmas Eve for their Store's sales are superbly drawn. There are lots of laughs, many gulps in the throat, and excellent material here for improvisation or the school play.

Ray Speakman, who provides teachers' notes for *Challenges*, advises that one of the plays in this second collection "can leave the group depressed". The same warning should be displayed on all these four plays taken from ITV's Starting Out series. They are all intense, worthy plays written with a deep sense of injustice by Grazyna Monvid, but they are plays about issues, and plays as such that need the utmost sensitivity in classroom use.

"Escapes" follows the lack of fortunes of a family through glue-sniffing, unemployment, attempted suicide. "To be or not to be" offers a case study of bulimia nervosa. "Prejudice" is the best of the bunch because it focuses on a single issue. "Taken on Trust" looks at power and truth in the events surrounding a theft.

Speakman's "suggested responses" are excellent as a framework for the English teacher, and his list of support organizations a great relief to find. Personally, I would feel happier reading these plays not in English lessons, but with a tutorial group, and then only with young people I know extremely well.

Alison Leake

Belly-buttonholing

Young Words.
Macmillan £2.95. 333 44569 4.
Cadbury's Fourth Book of Children's Poetry.
Beaver Books £1.95. 09 947750 5.

There are those to whom national competitions for young writers are anathema. For them, the awards, certificates and publication of the chosen few are quite alien to their classroom philosophy. Yet, to adapt Dr Johnson, "No-one but a blockhead ever wrote except for publication" and for many a child "expressive" or "creative" writing must seem a singularly purposeless pursuit or, at best, a classroom game.

It can of course be a most valuable activity, promoting emotional growth and language development among all sorts of other things. Nevertheless, it is a rare teacher who can be an adequate audience for all the outpourings of even one class. I have therefore always been glad of such institutions as the Daily Mirror, now W H Smith, Young Writers' Competition. Its mere existence is a useful promise in every classroom that, when you write well enough, people will want to publish what you write and that there is an audience other than "miss" or "sir".

The latest anthology of some of the best entries in the 1986 W H Smith competition, *Young Words*, includes many pieces worth preserving. They range from the idiosyncratic to the prophetic and from the loving to the cynical. I am particularly taken with John Anderson's way with a pay-off line. After a description of an itch: "If you think about this poem for a minute or two then I guarantee you will start to itch." He also contributes a meditation on his belly-button. "Just before I die I might look at my belly-button and remember this piece."

Eight-year-old Gaspin Coxon has the night his young aunt's ashes were buried on a Welsh hilltop beginning "Half a life, and half a moon . . ." Also impressive in their very different ways are William Kragh's well-sustained, full-length science fiction story and Jayne MacReynold's honest description of a Catholic funeral in Northern Ireland. What is interesting about the collection as a whole is that no piece leaves you wondering what on earth the judges saw in it.

The Cadbury Poetry Competition is a much younger event, having developed four years ago out of their well-established annual exhibition of children's art. The aim of the compilers of their anthology has been to "include as many entries as possible". The result is a weaker anthology than *Young Words* but one which will bring more satisfaction in more classrooms. Both books reinforce the recent Tory seal of approval given to work being done in Halesworth Middle School, Suffolk which is represented by many young writers; and both also pick out Andrew Darley of King's School, Canterbury. He is (rightly) highly commended by Cadburys and singled out for an award by W H Smith. Of Cadbury's two special award winners, I might lumber Adam Stanley from Minehead with the suggestion he is a potential poet of note and not only a "young writer".

One or two of the poems in the Cadbury anthology do seem to have been included because their youthful expressions are amusing to adults but both anthologies deserve to be bought and read by many more schools and families than are represented in them. They bring proof that whatever may be wrong with the world, there are still young writers able to see and to record its evils and injustices succinctly and damningly. Even better, they are also able to record its beauty.

David Self

From nature to nation

Seamus Heaney: A Students' Guide to the Selected Poems 1965–75. By Nicholas McGuinn.
Arnold Wheaton £2.25. 0 560 55004 9.

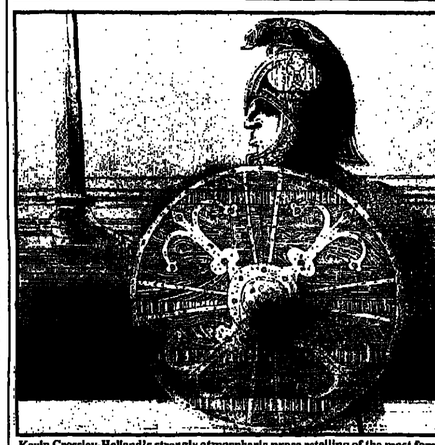
Seamus Heaney's *Selected Poems* has now established itself as an examinable text and Nicholas McGuinn's students' guide shows just what a challenging option it can be. As if to lure one in, there are vivid natural descriptions and luxuriant music of *Death of a Naturalist* and *Door into the Dark*. Familiar themes are to be found here: childhood, loss of innocence, rural life, home. The growing austerity of *Wintering Out* comes next with its oblique response to the Troubles in Northern Ireland, its recurring motif of resilience. Finally – "the book all books were leading to", as Heaney has said – *North*, with its symbolic meditations on a history of violent, tribal feuding and its explicit second half, where an unmistakable Irish Catholic voice is raised against British rule and its "ministry of fear".

McGuinn intends to show how each of the volumes represents a particular stage in Heaney's development from "nature" poet to "national" poet. Each chapter is divided under brief thematic headings, which the author claims are designed to enable exam students to follow particular themes throughout the poet's development. In fact, there is too little cross-referencing of topics to allow this to be done with much ease.

Nevertheless, this attractive guide successfully conveys the vitality and variety of Heaney's work. It is particularly good on the poet's reactions to the growing Troubles in the early Seventies and gives a convincing and clear account of the later, more difficult work. There are photographs, maps of Northern Ireland, a glossary of Heaney's more archaic terms, as well as brief notes on the politics of the province and a chronology of recent events.

As an account of Heaney's poetry there is nothing that is new here (Neil Corcoran's Faber book keeps poll position), but for those who want their literature studies to be relevant and who are willing to take the complexity of Irish history by the horns, the book provides a useful discussion of the work of the best poet writing in the British Isles today.

Martyn Cruceflx



Kevin Crossley-Holland's strongly atmospheric prose retelling of the most famous Anglo-Saxon poem, embellished with Charles Keeping's arresting, violent, sepia illustrations, is now available in paperback. (*Beowulf* Oxford University Press £2.50, 0 19 272184 4).

Notebooks

Penguin have even flagged the covers of their *Passnotes*, originally aimed at the O level and CSE market, with the message "Suitable for GCSE". And so the latest titles seem to be, although the exam itself is not so much as mentioned in the guides to **The Go-Between** (0 14 077064 X, £1.50) and **The Royal Hunt of the Sun** (0 14 077068 2, £1.50). In the notes to the perhaps more frequently-set **Billy Liar** (0 14 077060 7, £1.50), however, it is. The specimen exam questions are, rightly, pitched at a general level, inviting reference to a range of texts.

New in the *Longman Study Texts* series are complete editions of **The History of Mr Polly** (0 582 33190 0, £2.25) and **Androcles and the Lion** (0 582 33091 2, £1.95) and a selection of **10 Somerset Maugham Short Stories** (0 582 33187 0, £2.25). Once again, the format remains unchanged. The complete text is buttressed by some brief notes and introductory material; there is no mention of exams at all, but the books still offer considerable value for money.

Loftily disdaining matters as pedestrian as question-spotting and even mere classroom teaching, Penguin's A level *Masterstudies* series continues on its exemplary way with a further batch of titles. Kenneth Muir follows up his *King Lear* with an equally sprightly study of the currently rather fashionable **Antony and Cleopatra** (0 14 077147 6, £1.95). Useful too are the new *Masterguides* to **Barchester Towers** (0 14 077161 1, £1.95) and **Gulliver's Travels** (0 14 077148 4, £1.95), but teachers and students alike will reserve the warmest welcome for David Nokes' study of **Joseph Andrews** (0 14 077153 0, £1.75) and Alan Gardiner's sympathetic companion to at least some of **The Poetry of William Wordsworth** (0 14 077160 3, £1.95).

Hugh David

CHILDREN'S LITERATURE

Kelpie. By William Mayne.
Jonathan Cape £6.95.

William Mayne has a good eye for the everyday wonder of life where young children are concerned, especially when they are presented as in this story with a school trip involving steamers, lochs and a near-drowning calf. He is also particularly successful with those adult characters able to share in this type of overall excitement, and Mrs Gray – the primary school teacher in charge of the expedition – is one in a long line of sympathetic teachers in his books. So it is almost a disappointment when this lovingly detailed series of impressions narrows into a confusing fantasy story involving Kelpie itself – a Scottish water sprite able to change shape, disappear, fly and almost everything else so long as it remains unbridled. But once having lost its independence, as happens early on, Kelpie becomes a determined adversary until at last freed from unwilling servitude. The reward for his child liberators is a fantastic flight carrying them along and over the loch waters; an event duly photographed by the ever-sceptical Mrs Gray, although her final prints are never quite sharp enough to determine whether such an unlikely event really did happen after all.

There are only 82 pages in this novel, but still enough for Mayne to provide readers with immediate thumbnail characterizations of total veracity and scenery that can almost be felt as well as visualized. A little more urgency in the writing might have helped, as in his previous fine story *Drift*, but Mayne on three-quarter power is still better than most of his rivals at full throttle; long may he continue.

Nicholas Tucker

Midnight Forest and Other Poems by Judith Nicholls (Faber £2.95. 0 571 14807 7). It is a rare delight to find real poems for children which adults can also relish. They can be discovered in this collection, for whether she is writing of familiar subjects or of the world of fantasy and myth, Judith Nicholls never condescends to her readers or compromises her original talent. Her voice is both clear and lyrical

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ARTS

Television

Sumo secrets

The Japan Season
Channel 4 September.

In a bar near Sloane Square, East and West meet in the shape of two young men with a microphone for a painful rendering of "Yesterday", while their City colleagues discover the effects of sake on their chopstick hands. "They are the leaders now . . . and I think they're here to stay for a long, long time." Northwards, in County Durham, they are flying kites over the decayed remnants of Britain's industrial past, hoping to pull in jobs and yen. "You must have heard before that Japanese people think of Europe, and Britain, as an enormous museum": the visitors believe we lack discipline and a capacity for hard work. It is up to us to prove otherwise. On a YTS scheme, the young unemployed of the North-East have their first encounter with *sushi*, as they vie for selection on a trip to Japan: "is that seaweed? I like that: tastes like pork crackling."

Sue Clayton's **Turning Japanese** (September 14) is a wry look at the industrial and cultural invasion of the North-East. She started filming after a visit with a super-8 camera to the 1986 Japanese Festival in Washington, County Durham, finding mixed feelings both in the host population, and among the Japanese families exiled here, about the internationalization of Japanese industry. She has traced survivors of a Japanese community settled in the area for more than a century, and is anxious not to appear hostile or one-sided. With little direct commentary and much intelligent cutting, the film exposes the ambiguities behind the meeting of cultures.

Turning Japanese forms part of Channel 4's month-long season of films from and about Japan. What inspired the initiative? Did someone up there decide that we *want*, or that we *ought* to know more about Japan? The mixture of documentaries, quizzes, Sumo wrestling and opera (grand as wll as soapy), suggests a bit of both. The Japanese are great televiewers, but not cultural imperialists. They now have a major role in British finance and industry, so it will do us no harm to learn more about them and, at the very least, to modify the idea that their television is entirely devoted to humiliating game shows.

And while we're on the subject of demeaning television, just imagine a



Model Sayoko Yamaguchi featured in Fashion.

European TV profile of a fashion model. When Fashion (TV Tokyo, September 3) interviewed Sayoko Yamaguchi, they forgot to mention her vital statistics, to investigate her sex life, or to try for a glimpse of her boobs. Instead, they asked her questions like: what does she think about when she is working? Is it a lonely job? What do clothes, acting and art mean to her? What are her views on religion? *Religion?* Here, models have figures, Julia Neuberger has religion.

Subjects and attitudes may differ, but the forms of television are much the same. A documentary is a documentary and is, in the case of The Japan Project (NHK, August 31, September 7 and 14), a little slower than we may be used to, lingering over the production processes on which a British camera team might briefly establish context before moving to something more sexy. Is the apparent fascination with boardrooms and factory floors a matter of *want* or *ought*?

It is easy, however, to understand the obsession with nuclear power. NHK won the Italia Prize two years ago with *The Nuclear Holocaust* and last year got a special award for Chernobyl (September 21). No pretext was needed to bring us this important and informative documentary.

Still, it was a clear case of *ought*, and it is the *oughts* that Channel 4's press office have tended to make available for preview. The fun is yet to come, in the The Singalong Show (Tokyo TV, September 17), the drama series Inochi (NHK, from September 3) and the Samurai stories (Fuji TV, from September 3). We started with a delightful cartoon (Little Girl on the Farm, Fuji TV, August 31 and September 6) and a first bout of wrestling. "You know some of those Sumo wrestlers are so fat they can't wipe their own bums," my daughter informed me, looking with distaste at the screen. They won't be inviting her on any cultural exchange, that's for sure.

Robin Buss

Lit Comp

Competition No 94. Report by Charybdis.

Competitors were asked for part of a newspaper article, report or review, embodying some amusing misprints – or mishearings if the copy was phoned in.

There were several hazards. The errors must not seem *overly* contrived. Many of the blunders you cooked up were ever so ingenious but sometimes a little too self-consciously so. Nor must the pudding be over-egged: the effect is *less* funny if the whole piece is a consistent gungmire of gibberish. The funniest typos are usually sudden oases of nonsense in a desert of sense. But then there's the problem of cramming in a sufficient number of misprints in the small compass of words allowed . . . All in all, it was a tough assignment; and if no one entry seemed to me continuously successful, there were glorious moments in many.

Thus, I was drawn by Russell Lucas's review of a new "wok" for "the Loyal Wallet . . . a clasi scalp piece . . . which sexploits the possibility of dunce": it sounds rather *more* intelligible than most ballets I see nowadays. T W Sampson mourned the passing of a "world-renowned industrial magnet . . . a working-class boy made god . . . whose good orifices" did wonders for "the Slave the Children Fund."

Graham Guest struck a topical note in telling us that the Washington press "were quick to condom the move . . . to stop publication of the book by Spike Hatcher"; while D A Prince echoed the experience of all who have had to sit through school pantomimes when she reported that "Tracey Gubbins as Mother Gouse wore a foul costume made by her mother" a lady renowned for "her needlework and bitchery".

George Moor's fertile fancy conjured up a remarkable old lady, a "centaurian . . . a former Mistress of the Robots. She received Churchill's personal tanks for her war services". In view of this and the fact that she "always wears a manacle" she was aptly described as "of rare metal" by a local physician. I liked too his Glaswegian spokeswoman (Mrs Edwina MacCurrie?) who declared that "the average sot is crossly overwhite".

Audrey Bradshaw's reporter was obviously paying his own tribute to the Creative Accountancy that has recently become such a feature of local government when he commended a "Public Accounts Committee" as "prestidigital".

The ever-resourceful Bill Greenwell gave us an account of a gig played by those endearing punks "The Six Pustilles":

"They're faking great" was a family comment. Local residents complied and happily about the noise corrupting from the concert. "We strayed in," admitted local pensioners, "with plugs in our rears."

We all know that the SDP has its troubles, but they were bathed in a new light by Mrs Shirley Williams' concern "at the non-erection of prominent members". For its new leader, the party (unsurprisingly in view of this particular failure) needed someone "strong-willed like Dr Owen . . . and a person who was conscious, unlike the Bishop of Durham. Of the need for diplomacy . . ." These insights, sent across the water by a new competitor from County Down, Kevin F Quinn (please keep entering, Mr Quinn) gave me the best laugh of the whole competition. In another entry, his reporter spoke, not inappositely, of "the right whingers of the Tory party".

Neville Mellon brought us back to other current preoccupations with his "former Prime Minister" alleging that "My five agents interfered with the fun at checkers and down in Street. All my staff were perfectly ready to submit to heavy petting. . . ." In view of this, it's not surprising perhaps that "his personal aide's . . . special brunch contacts" led to her having to deny "dealings with any intelligent officer, but possibly Harry Chapman pinched her".

I was delighted too with Jedediah Barrow's afternoon of "vivid green" cricket where "pink knickers on the boundary added a touch of informality. It was not, perhaps, what you might see at Lourdes, but none the less appreciated for that" – I'm sure it was. This is quite apart from the entertainment supplied by a famous "leg-breaker . . . late of middle sex".

On the other hand, Gerard Benson's reporter told of "the opening of the new Leisure Centre by the Mayor and lazy Mayoress". At a later, more relaxed stage of the proceedings "the new licensed premises, The Dog and Dick, were opened and members of the Women's Equality Group downed pants with the men in an atmosphered good feeling".

Difficult to adjust rewards to the exact wordage quoted; so I trust all those quoted will be happy with £5 apiece – apart from Kevin F Quinn, who receives £10.

Competition No 96. Set by Charybdis.

In the year of Rupert's centenary, they are now, apparently, selling "Brookeburgers" at the Grantchester; though whether "there is honey still for tea" at the Old Vicarage, only its present occupants, Mr and Mrs Jeffrey Archer, could tell us.

Up to 150 words of prose or 16 lines of verse please from any dead writer of note (including of course Brooke himself) upon the experience of revisiting as a stiude either birthplace, home or other spot of close association. Don't let them *automatically* be disapproving – they might *just* prefer 1987; and don't be afraid of the more recent dead (what would Joe Orton think of his blue plaque for instance?). Closing date September 16.

Really great plays

ETP Theatre Company (Educational Theatre Projects), has had a runaway success with teachers of English and drama since its foundation in the autumn of 1984. Last year they took workshops and performances into 200 schools all over the country, in addition to public performances in halls, galleries, theatres and arts centres.

"We are not a TIE company," explained artistic director, Barry Russell, "we are a classical theatre company who also do work in schools. We're not interested in devising a play to highlight a social problem, something which TIE is coming to mean more and more, but in producing lucid, honest, productions of really great plays. Educational work was a secondary idea, a desire to share the actor's learning process, which goes on in rehearsal, with students who are studying the plays academically."

So the company have devised a programme of workshops for schools. In plain rehearsal clothes, they work with a group of pupils (usually between 30 and 50 at a time), taking selected scenes from a play and linking them with commentary and discussion, often acting the same scene twice to illustrate alternative interpretations.

Chris Campbell, who usually leads the workshops, says "we are very careful not to 'push' particular points. Rather, we try to 'open up' the students' horizons and get them to think about moments in the play from several angles."

Teachers have been grateful for this approach. "I think it would be very dangerous," says Anne Fowler, who is in charge of English at Croft Hall School in Warwickshire, "to make hard black and white interpretations of a Shakespeare text, for example, but what this company does is create stimulation and a lot of discussion."

This is largely the result of the actors' own enthusiasm for the material they work with. Now 15 in number, they began with five graduates from Warwick University's Department of Theatre Studies (four of whom are still with the company), who, of pantomime, West End farce or Agatha Christie". "By forming our own company," says administrator Maggie Russell, "we felt we could choose the material we worked with and have the opportunity to share our love of drama with young people who are often put off Shakespeare for instance, by too much book work."

In their first three years they have built a repertoire which includes fully costumed productions of *Hamlet*, *Twelfth Night*, *The White Devil*; *Volpone*, *The Birthday Party*, *Waiting For Godot*, and additional performance-workshops of *Midsummer Night's Dream*, *Julius Caesar*, *King Lear*, and an introductory workshop to Shakespeare's plays for younger teenagers entitled, *Enter the Players*.

Their reputation has also grown steadily. "We are now going back to schools for the second and third time, and where teachers have moved they often introduce us into their new school," says Maggie Russell. "When we do school work it's often a whole day (occasionally a whole week) event: a workshop in the morning with one group, lunch with the students, where discussion continues vehemently, and a workshop with a different group in the afternoon. Sometimes this is followed by an evening performance for pupils, staff, parents and friends."

With no public subsidy they rarely



Keith Woodason as Stanley in The Birthday Party.

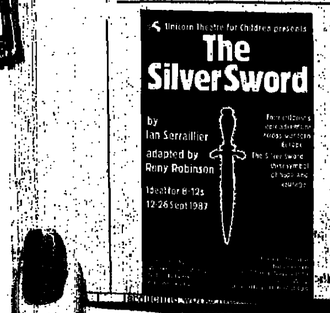
the independence this gives them – "no one can suddenly decide to take away our grant" – they regret that at £100 a performance many schools, particularly in the state sector, can't afford to book them. "The ratio of private to State schools in which we work is roughly 60 to 40, though some State schools that have a drama budget base their whole year's outlay on us," explained Maggie Russell.

This summer the company mounted a series of Elizabethan plays for performance in unusual venues: *Hamlet* with *Twelfth Night* and *The White Devil* at Caernarvon Castle, Beaumaris Castle and the 14th-century Whitefriars' building in Coventry.

Now it's on to the Barmouth Festival (September 10), with Pinter's *The Birthday Party*, and the Stroud Festival (October 9) with *Waiting For Godot*.

Ann Fitzgerald

Enquiries about school work shops can be made by phoning ETP on Learning



RESOURCES

Guiros and koras

Brian Morton listens to 'Talking Books' from WOMAD

When The Beatles came back from India, almost all that came back with them (except for the things hidden in the luggage) was a little shop-worn mysticism and a few sitar effects. These days, jaded rock stars spend less time at the feet of maharishis; they're less concerned with finding themselves than with finding out new ways of making music. The Sony Professional is the symbol of the new religion and where once the talk was of karma, it's now all about jit and highlife, souk and gamelan, guiros and koras.

The booming interest in "world-music" is in part a late fruition of the Global Village ideals of the Sixties and in large part a recognition that contemporary pop music has again worked itself into the kind of dead-end that halted it in the Seventies until punk emerged. Now, it looks very much as though the new revolution in Western pop isn't coming from some internal back-to-basics movement, but rather out of an awareness of the possibilities and potential lying in wait in other cultures. From the reggae explosion of the late Seventies to Paul Simon's eclectic and controversial *Graceland*, all the impetus in pop has been from ethnic and "roots" music, some of it from as near at hand as Brixton or Southall or downtown Philadelphia, much of it from more exotic distances.

Of all the many contributions to this turn-around in taste and consciousness, none has been more telling than that of World of Music, Arts and Dance, an educational foundation based in Bristol. WOMAD – as it's always known – was set up in 1982 by enthusiasts Thomas Brooman and Bob Hooton and with the help of locally-based rock singer Peter Gabriel.

Initially, it was conceived as no more than an *ad hoc* promotional organization; the aim was a music festival in the old Woodstock/Isle of Wight mould, but with a substantial quota of Third World acts. The first WOMAD festival, held at Shepton Mallett in the summer of 1982, had the kind of line-up guaranteed to turn rival promoters green with envy and accountants grey with anxiety; in addition to Peter Gabriel, there were The Beat, Echo and the Bunnymen, Rip, Rig & Panic, and the legendary Peter Hammill, formerly of Van der Graaf Generator. This was a fair roster of who was hip that year; the innovation was the number of unknown "ethnic" performers who bulked out the programme.

At the close, Brooman and Hooton had a sheaf of rave reviews and an



equal sheaf of unpaid bills. Peter Gabriel stepped in at the decisive moment, temporarily rejoining his old band Genesis for a benefit concert on WOMAD's behalf. In 1984, in order to protect a side of its work that was growing in importance, the organization became an educational charity.

The first WOMAD festival had featured a fantastically successful children's day in which hundreds of kids from Avon and Somerset had come along to listen to and take part in a range of musics they were unlikely to have encountered on *Top of the Pops*. At the same time, WOMAD issued an ambitious teaching pack, with cassette and notes, offering a rapid Cooks Tour of world musics, ranging from African drumming to Balinese gamelan orchestras. Though the pack continued to sell until 1986 (supplies ran out and it was deemed too expensive to reissue), there was a growing recognition that this first venture had sought to run before it could properly walk. Very simply, much of the material was too complex. Publicity officer Suzanne Parkes recalls talking cheerfully to a group of Avon primary teachers about the lessons to be learned from the playing of the Malian kora player Toumani Diabate, entirely oblivious of the fact that none of them knew what the 21-string, gourd-based kora looked or sounded like.

At present, and having survived a threatened withdrawal of financial support by the Manpower Services Commission, WOMAD is preparing a new multi-cultural resource for teachers under the heading *World Music for Schools*. This will provide a full term's lessons directly geared to the new GCSE music syllabus. It takes the form of five booklets and two C90 cassettes. The first volume will look at rhythm, offering recorded examples and practical exercises.

Participation has always been part of the WOMAD ethos. At the festivals there has been little of that traditional separation of performers and audience (the untouchable superstar, Madonna a speck at 300 yards); bands have invited children to join them on stage and when this has offended health and safety sensibilities they've abandoned the stage altogether to perform – as they would in Africa or Asia – in the midst of the audience. Even where the concert setting has been more conventional, as on WOMAD's highly successful promotion of a Drummers of Burundi tour, everybody dances. It's a while since that happened at a rock concert.

WOMAD's series of "sampler" records, the "Talking Books", have the same participatory feel. At a time when rock bands, who rely less and less on actual instruments, give away less and less on the sleeve about who plays what, the "Talking Books" come with explanatory and background essays and with instructions on how to make your own percussion, wood flutes, how to practise flamenco strums, and so on. There are now four albums in the series: "a general introduction", then approaches to Africa, Europe and Asia – and more are scheduled to cover the Far East and the Americas. There is also a special *This is WOMAD* compilation.

The organization has informal ties with the Commonwealth Institute, the (Edinburgh) Commonwealth Arts Festival and the National Sound Archive. This October, though, has been dedicated World Music Month. WOMAD is joining forces with other ethnic music labels and with three distributors, the Cartel, Sterns and New Routes, to make a major inroad into the record shops. They're eager to see World Music browser cards join the familiar MALE VOCAL, REGGAE, SOUL and EASY LISTENING, The education pay-off, with its strong multi-cultural component, is a vital one but WOMAD is still part of the music business. Wonderful as it was, no one's nerves could stand another summer of '82.

World of Music, Arts and Dance, Third Floor, 85 Park Street, Bristol BS1 5TN. Talking Books: Introduction to the Series *(002)*; to Africa *(003)*; to Europe *(005)*; to Asia I *(006)*; This is WOMAD *(007)*; Nusrat Fateh Ali Khan-Qawwal and Party (004), £6.00 per record plus £1.00 p & p (£2.00, non-UK). Inquiries about educational materials to Suzanne Parkes on 0272 290242.

Christianity in action

The GCSE Pack! Leprosy Mission
Details fromm the Communications Dept, Leprosy Mission, 50 Portland Place, London W1N 3DG.

This collection of resources has been carefully designed by the Leprosy Mission for Religious Studies teachers to supplement work already taking place. It is intended as a guide for teachers and pupils rather than for pupils finding their own way. The teachers' notes show clearly where the material will fit in to the examining boards' syllabuses for Religious Studies (including Wales and Scotland). It really is a most helpful document.

The pack also contains a range of Assignment choices for GCSE, a paperback, *Mister Leprosy*, on the work of Dr Stanley Browne, some substantial leaflets and a newspaper, 18 pages of student resources notes, a map and some further questions.

In one sense its very completeness could be a problem for teachers and students wishing to find other sources of information. For some students there will be enough work here for a considerable project and the 208-page paperback may provide a real challenge. The student notes do appear to have a certain sameness about them and students, rightly in my view, are not spared the horror of leprosy and the impact it has in certain parts of the world today.

The Assignment choice cards assume students will be able to use a Biblical concordance, then read the stories they are directed to, before writing imaginatively about them. Some pupils will need a great deal of help, guidance and support. Similarly the Assignment choice on Dr Stanley Browne recommends reading *Mister Leprosy* "more than once really to understand (his) life and work". The paperback is rather turgid and unexciting but it is discomforting to have to struggle to read about a man so deeply committed to both his faith and the eradication of such a dreadful disease.

While this is a valuable resource for the study of leprosy, it is still questionable where it fits into the study of religion. There are biblical references and Dr Browne's faith is clear, but the focus of the pack is to educate about leprosy rather than to explore the purely religious dimension. Nonetheless, it is an imaginative and well constructed pack which will be useful for teachers who are prepared to wrestle with "Christianity in Action"-style GCSE courses. Students using it will need help and guidance.

Alan Brown



Readers digest

Frankie Lynch samples a range of materials on nutrition

Let's Think About Food
56 audio-visual tape-slides
£24.95 + p&p + VAT
Durwen Audio Visual, Durwen House, Theobalds Park Road, Enfield, Middx. EN2 9BJ.
Eating for Life
50 audio-visual tape-slides
£24.95 + p&p + VAT
Durwen Audio Visual
Johnny Junkfood
29 minute video
£52 + p&p + VAT
Boulton-Hawker Films Ltd. Hadleigh, Ipswich, Suffolk IP7 5BG.
The Return of Johnny Junkfood
25 minute video
£52 + p&p + VAT
Boulton-Hawker Films Ltd

Nutrition is a subject which frequently causes fierce debate. Today we have macrobiotics, fruitarians, vegans, vegetarians, wholefood freaks, healthy heart diets, those who eat the average Western diet, high in fat and sugar and low in fibre, and of course, the rising tide of fast food and junk food consumers. Who, if anyone, is right? Now, at least for primary and secondary school teachers, there is a surprising selection of materials from which to choose.

Durwen Audio Visuals have produced two sets of tape-slides, *Let's Think About Food* and *Eating for Life*, for 9 to 13-year-olds and 13 to 18-year-olds respectively. As the highly unimaginative titles suggest, they discuss food in our daily diets, in a traditionally bland way for which nutritionists are renowned, and are unlikely to moisten your taste buds for healthier foods. Slide by slide they make heavy digestion of the five food groups, and the need for a balanced diet. With scenes like a four-course breakfast – fruit juice, bowl of cereal, boiled egg and toast – all strategically placed on the blue gingham table cloth; the meticulously packed luncheon box where every morsel of food fits exactly into the container; followed by a piece of dehydrated chicken and highly coloured vegetables, no wonder kids prefer a MacDonalds.

The script may be very comprehensive and based on professional knowledge, but Durwen obviously do not have the same flavour when it comes to getting important messages across. They have tried to inject some lightheartedness by using the odd cartoon of happy kids in the countryside on their bikes and the occasional interesting fruit and vegetable, but unfortunately have failed abysmally. It was also quite alarming to see scenes of malnourished children from famine struck areas of Africa, quickly followed by shelves of plentifully packed goods in our Western supermarkets and to be told "we are lucky". Quite what the moral message was is not clear, but it certainly was out of context, and such lack of sensitivity leaves one with confusing messages. Each 25-minute tape-slide comes with an accompanying script but offers no teaching notes or student suggestions.

Two of the better films on the market are by Boulton-Hawker: *Johnny Junkfood* and *The Return of Johnny Junkfood*. These animated videos revolve around one character:

Johnny Junkfood is his name,
Eating junk food is his game,
Chocolate, chips, and greasy stuff,
Lots of cake 'till he'd had enough!

But then Johnny meets Suzy Muesli, who introduces him to "healthier foods", and suddenly his life begins to change . . . . This may sound like an abridged Mills & Boon tale, but it does put across nutritional messages in a highly imaginative, appealing manner with a lot of humour and a very likeable story line. Johnny Junkfood later returns, older and a little wiser and up with the latest fashions. He is back to take us further through the food maze, helping us to sort out fact from fiction; encouraging us to improve our food habits, with the aid of his father and grandmother (all other members of his family have died from diseases common to Western lifestyles).

Johnny Junkfood manages not only to present basic nutritional guidelines in an entertaining manner, but also to put food and eating habits into context with our daily life. Unlike *Let's Think About Food* and *Eating for Life*, these two videos successfully explore the social pressures, daily norms and practicalities which surround food, and some of the other influences which impinge upon our health. In many ways it is quite a remarkable production which can only be an asset to any teacher dealing with this vital subject area. These highly recommended videos have detailed teachers' guides which give background information, guidelines and suggestions for student activities.

notes

SLUGS AND SNAILS
Which does a snail prefer to eat – green paper, green crayon, lettuce or broadleaf weed? An "activity" to find the answer is among the experiments in "Slugs and Snails", a new fun-based workbook for primary school children.

"Slugs and Snails", 50p from Dr David George, Nene College, Moulton Park, Northampton NN2 7AL.

LAUNCH PAD
"Launch Pad" is the Science Museum's permanent gallery of hands-on exhibits and experiments for young people. Now, to help visitors remember some of the things featured, the museum has produced a "Launch Pad Book", containing quiz questions and things to do. Price £2.80 by mail order from the Science Museum, Exhibition Road, London SW7 2DD.

Next week

Opting out: Jessica Savage looks at the resources provided by local education authorities and the implications for schools which leave their

RESOURCES/SOFTWARE

Hack on the track

Jacquetta Megarry reviews a pack on telecommunications devices . . . or a day in the life of a journalist



Scoop
Computers in the Curriculum Project Resource pack including adventure game on disc for BBC B, B+ or Master (40 or 80-track) and Research Machines 380Z, 480Z and network. £12.50 (t.e.a.licences available) from British Telecom Education Service, Floor B4, 81 Newgate Street, London EC1A 7AJ.

This pack is a novel and imaginative attempt to introduce secondary pupils to the role of telecommunications devices, especially BT products such as Prestel, radio paging, phone cards and answering machines. It was developed by the Computers in the Curriculum Project at King's College, London, in collaboration with BT Education Service. At the heart of the *Scoop* package is an adventure game on computer disc, programmed by Phil Wood of King's College, which simulates a day in the life of a journalist seeking an interview with a millionaire recluse.

Like most adventures, the system has a limited list of verbs it can interpret and it keeps track of your previous actions. The success of typing in commands depends on where you are and what you brought with you. For example, you won't be able to log on to Prestel unless you have read the password which are in the notebook in the office desk. There are good graphics of the various locations, and some sound effects. Generally the programming is of a high standard, as you would expect from this well-established source.

The package was written by Christina Preston of Ashburton High School and edited by David Squires of King's College. It's encouraging to see credits to other Croydon teachers, and to learn that the game was field tested in seven or eight schools. The teacher's guide is concise and clear, and explains how to use the various student materials – mainly a press cuttings file and four information leaflets. These are well presented on A4 card and can be photocopied for class use, though the language level is too difficult for most 11-year-olds even with the help of the odd explanations provided (eg "superficial means surface").

Some of the suggested activities demand outside facilities, and are unrealistically ambitious. In one booklet, the very first reads: "Record a day's messages left on someone's answering machine. What do we discover about their life? Can you make up a radio play from the messages?" Children would have to record their own messages – I really can't imagine how anyone could make a credible or interesting drama from my daily messages, and I start with several advantages – not least easy access to my own answering machine.

Another booklet presents a poem full of Shakespearean allusions, technical jargon and double meanings, in small print against a coloured background. The teacher's guide helpfully explains the allusions, recognizing that many teachers might miss the subtler points. While I accept that "students can gain from struggling to understand", I wonder how many would be sufficiently motivated. The suggested activity "try writing a poem with hidden meanings that only young people would understand" again seems challenging.

Following the game sequence also proved unexpectedly difficult. Even with the advantage of the correct path as printed in the teacher's guide, I stumbled at the very first hurdle. "Examining the answering machine will give you a message . . ." it says, but the request *examine answering machine* only provoked "Examine what?" *Examine answer phone* produced the response "It is an ordinary phone". Only *examine answerphone* worked, which seems both inflexible and unhelpful in view of the printed advice.

Similarly, the system wouldn't let me take my press card or radio pager until I dropped the spaces between words. Interestingly, Janet Squires comments that the children did not find the game's literal mindedness frustrating; maybe their expectation of computer intelligence is already low. My belief is that a system that depends on dumb string-matching should supply a list of exact forms (and any acceptable abbreviations) and the booklet terminology should correspond. A menu-driven introductory version of the game would be a nice option, especially for younger students and weaker typists.

There were places where the system seemed to place needless obstacles in the way of progress. Consider the frustrations of this exchange:
Examine computer.
It is switched off. What next?
Switch on.
Switch what?
Switch computer.
On or off?

Once you have fought through this, if armed with password you can log on to a pleasing Prestel emulation. However, the advertised shortcut actually takes longer than using the menus and most of the page options aren't available. You can also search a simple text database.

The teacher's guide suggests that each group will need at least two 40-minute lessons to finish the program; my experience suggests that this could be an underestimate. A major flaw is the game's length and inflexibility; as the booklet clearly states, you can't save a partially completed adventure. The advice is that students should keep careful notes so they can retrace their steps. For a game that is bound to overspill even the longest teaching period, this seems most unsatisfactory – especially as the BREAK key hasn't even been redefined: thus a single touch could lose an hour's work. Continuous note-taking is therefore advisable.

The loading instructions are very clear and comprehensive, with details of all hardware and disc options and how to transfer between formats and run on networks. The review disc worked fine on both BBC B and Master, though B+ and Master users have to switch off shadow RAM themselves; oddly, booting the disc fails unless you also first select Basic, making start-up unnecessarily cumbersome.

The transcript of the Hinton interview is the least convincing part of the whole pack. No competent journalist would begin an interview with a busy millionaire: "I don't know where to begin. There's so much I'd like to ask . . . Well, it seems that the past 10 years have been an unhappy time since the break-up of your marriage . . ." Can anyone believe that this would draw the response "You're quite right and I've no one to blame but myself and my stubbornness"? Since achieving the interview is supposed to be the culmination of the exercise, it's a pity they didn't take the trouble to make it credible.

At £12.50 the pack is good value and the concept is excellent. It's a shame that its execution is marred. Let's hope for an early second edition.

bits

FROM INFANTS . . .
Two new programs from Chalksoft, for infants and children with special needs, are now available for use on the Concept Keyboard. "Movaword" is an early reading program for four to seven-year-olds. "Numbers and Pictures" provides activities with sprite animation for four to six-year-olds.

Both programs are available for the BBC B/B+ or Master at £13 each, or for the Acorn Compact at £15. Chalksoft, PO Box 49, Spalding, Lincs PE11 1NZ.

. . . TO UNDERGRADUATES
To back up and extend the use of its established "Degree Course Guides", CRAC/Hobsons have produced software covering over 2,000 first degree courses in 16 different subject areas.

The "Degree Course Guides on Computer" are only available to purchasers of sets or bound volumes of guides. For futher details contact Sarah Allen, Hobsons Publishing plc, Bateman Street, Cambridge CB2 1LZ.

DIALUP DOWN
Communications Software have announced a substantial price reduction for their telecommunications package "Dialup Educational" (reviewed June 19). The package can be used on a range of computers to access Prestel Education, NERIS, TTNS and Telecom Gold. It is now available for £59.95 (excl VAT) from PMS Communications, Norfolk House, Smallbrook, Queensway, Birmingham B5

Computers/IT
Starting next week, news, features and reviews on computers and information technology in the classroom

NATIONAL UNION OF TEACHERS
INTERNATIONAL CONFERENCE
THE NEW TECHNOLOGY: INTO THE 1990'S
SATURDAY 31 OCTOBER TO MONDAY 2 NOVEMBER 1987
A residential conference to be held at
Stoke Rochford Hall, Stoke Rochford, Nr. Grantham, Lincs.

This three day Conference will bring together concerned teachers and educationalists from Britain, Western Europe and the United States of America in order to review some of the major developments in Information Technology with which education is currently involved: such as videodisks, interactive videos CDROM, data bases, the portability of software and electronic mailing and the significance of such developments in schools and colleges in the late 1980's and 1990's.

Speakers from USA, Western Europe and the UK have been invited to lead discussions and to illustrate these developments. The Conference will be structured on a plenary/workshop basis and there will be ample opportunity for participants to familiarize themselves with the hardware and software used during the seminars.

The Conference is intended for teachers and educationalists with a commitment to developments in the field.

This Conference is being sponsored for, apart from a registration fee of £10 per person.

Please write for an application form and further details to Alan Evans (for the attention of Penny Muir) Education Department, National Union of Teachers, Hamilton House, Mabledon Place, London WC1H 9BD. Telephone 01-388 6191.

Lie of the land

Michael J Clark tries out a new database

GeoBase
By Ian Ferguson, G H Hones, P N Richards

Two 40-track discs and four user guides for BBC and RML systems
£45 + VAT
Longman Micro Software, 62 Hallfield Road, Layerthorpe, York YO3 7XQ.

A new government report on the handling of geographic information has pinpointed a great need to strengthen awareness of spatial data handling at every educational level. There is little doubt that Lord Chorley, Chairman of the Chorley Committee on Geographic Information, would be delighted with *GeoBase*.

Lord Chorley has co-ordinated a massive review of the professional challenge presented by spatial data in Britain, from the very obvious examples of the Ordnance Survey and census data, to the huge spatial databases of corporations such as BT, CEGB, British gas and the water authorities. This may seem a million miles from the problems of most teachers, but it is no coincidence that the MEP-supported GeoBase Project at Bath University has led Ian Ferguson, G H Hones and P N Richards to address very similar problems at the very different scale of the classroom.

While spatial data and the Geographic Information System (GIS) approaches that have developed to handle them creatively lie at the heart of the next generation geography, they are not restricted to any one subject. A wide range of social and natural sciences share the need to record and process data within a map-like framework, and all will derive equal benefit from GIS techniques. The core concept lies in the computer's ability to store many data sets, and to manipulate them so as to combine, select and analyse the information before presenting it as map or processed data set.

Thus, the *GeoBase* demonstration database on the Isle of Purbeck includes coastline, drainage, geology, settlement, and land use. Each data set can be separately mapped on screen,

'This is undoubtedly the future direction for all the sciences of spatial data'

or several can be overlaid simultaneously. The user can specify any section line along which to draw a topographic profile, and can then superimpose other information upon it (a profile with geology, or one with land use, for example). To perform these traditional tasks with ease is in itself helpful. But the major advance lies in coupling these facilities to a broad structured query language which will carry students (and many teachers) for the first time into the world of database interrogation – a fundamental aspect of business, office and research life that has so far eluded most attempts to apply it usefully at school level. The raw statistics on which the maps are based can also be accessed, analysed and displayed. You can even split the screen so as to display in two different formats at the same time.

The potential of this approach is exemplified by the fact that more than 50 command words are available: several coupled to numerical variables which control such features as choice of shading pattern, number of classes or class intervals. Language-like command sentences can be compiled. "Draw altitude with drainage" would be a simple example. These can use default parameters, or optionally be elaborated to control presentation (for example, "Shade rocktype equals chalk with pattern 1".

It is, of course, in the relational operations that the most exciting of *GeoBase*'s infinite variety of facilities is to be explored, so that with the appropriate data set a command such as "Subset housing = council correlate pensioners, carsowned" really does begin to show the creative side of data handling without requiring any particular numerical aptitude.

GeoBase opens up new horizons in spatial data handling for the educational microcomputer, though its demands on computing power result in response times somewhat lengthy. It can be used with the existing demonstration data sets, or – much more meaningfully – with databases created by the individual teacher, perhaps for a case-study or fieldwork area. The possibilities are very challenging, and will certainly require a commitment, as the package contains four large user manuals totalling 236 pages. Don't be put off. It takes concentration, but it is not difficult. This is undoubtedly the future direction for all the sciences of spatial data, and *GeoBase* offers a first glimpse for anyone who can afford the time and price.

MEDIA

OFF AIR

THE BRITISH Film Institute is offering pump-priming funds lasting three years to l.e.a.s or teacher training institutions, to develop media education work.

Between £7,000 and £8,000 can be made available on the condition that colleges or l.e.a.s match the funds. The idea, says the BFI, is to encourage authorities who have not yet done so to accept the viability of media education work, by creating advisory posts to help teachers deal with media in the classroom.

The BFI envisages that college posts and l.e.a. posts will have similar remits, although college-based advisers are unlikely to have some teacher training commitment as well as local INSET and advisory work.

So far, posts have already been successfully created in Birmingham, Newcastle and Wigan, and at Christ Church College Canterbury and Trinity and All Saints College, Leeds.

For more details, contact Philip Simpson, Head of Education, BFI, 81 Dean Street, London W1V 6AA (Tel: 01-437 4355).

ONE GENRE much loved by addicts and media watchers alike is the soap. A new concept is being floated at Channel 4's *Brookside* at the moment – the soap bubble. The idea, currently being examined by producer Phil Redmond (who devised the *Grange Hill* format) is to detach a story line, allow it to develop independently in a separate series, then re-attach it to the main plot again. The bubble, which could appear on TV screens before the year is out, is likely to involve young Damon Grant and his girlfriend Debbie in a story of elopement.

Soap opera spin-offs are nothing new, of course. There have been plenty of examples from America, but these develop independently alongside series like *Dallas*. Presumably, these are now to be referred to as finkes.

ALTHOUGH TV advertising of cigarettes was made illegal over 20 years ago, sports sponsorship still provides over 360 hours of TV time a year, almost all of it on BBC channels. And despite a welcome diminution in sponsored sports programmes, after new guidelines were adopted by the BBC a year ago, the Health Education Authority is nevertheless deeply concerned that the BBC is still playing the tobacco manufacturers' game.

A new report, *The Name of the Game*, selling cigarettes on BBC TV, says that the new guidelines would still allow the BBC the equivalent of 700 30-second tobacco advertisements per year through sponsorship.

Tobacco companies have already been accused of placing people in commentary boxes to remind commentators to use the sponsor's name on the air, and there is still concern that overt breaches of the guidelines – like the one in May, in which a televised under-11s rugby match was played against boards advertising a well-known brand of cigarette – could happen again.

Dr John Roberts, one of the report's authors, believes that the tobacco companies are still "hoodwinking" the BBC. "I can't see any end to it until the BBC says enough is enough and refuses to put cameras where there is cigarette sponsorship," he says. "It won't be long before they have to pull out altogether."

The Name of the Game, selling cigarettes on TV, is available, price £5 including postage, from Prevention Department, North Western Health Authority, Gateway House, Piccadilly South, Manchester M60 7LP.

MONDAY'S EDITION of *Same Difference* (September 7, 6.30pm). Channel 4's programme aimed at a general audience but dealing with people with disabilities, charts the progress of some students from the Hull School of Architecture, as they temporarily experience life from the disabled viewpoint.

Spending a day shopping with weights round their waists, cotton wool in their ears, vaseline smeared glasses or "something uncomfortable in their shoes" shows them the sort of problems unthinking architects of the past have put in the way of people with disabilities.

Nick Baker



Through the looking glass

How literate are children when it comes to reading TV images? Maire Messenger Davies reports

In a recent article in *The Independent*, journalist Riva Klein enthused about the ability of modern children to understand "complex editing techniques, computer animation and the like. Their literacy of television . . . is light years ahead of what ours was as children".

Literacy has become a popular term in discussions about media education in schools. Klein defines it as "looking at the way images are presented, thinking about how the adverts fit into the context of the programme, considering how different characters are represented . . . ." However, is this kind of critical analysis really "literacy"? Surely more strictly literacy means being able to understand the characteristic techniques of the medium, "complex editing techniques and the like". By this definition, there is evidence that many young children of nursery and primary school age are not fully media literate at all.

In a recent BFUDES discussion document on primary media education (*Working Papers Three*, June 1987), five main concepts are identified. The first, "construction", requires that children recognize "the fact that all media texts are constructed, using codes which developed historically and which we learn". How these codes are learned, and methods for establishing whether they have in fact been learned by children, are not dealt with at any length in the document. Educationists using television as a teaching medium seem to assume that children automatically understand it, without needing the kind of help given in the teaching of reading.

The most basic "code" for constructing stories and sequences in film and TV is montage, the juxtaposition of one shot with another shot to suggest continuity of action. When there is a cut from scene to scene, children need to understand that time has passed and that characters have moved. An American researcher called Robin Smith asked four-year-olds and seven-year-olds to reconstruct simple cartoon *films*, using the same toys that *had* been used in the *films*. A high proportion of four-year-olds could do this, even where the original film had jumped in time and space. But more of the seven-year-olds could do it. Where "complex editing techniques" like intercutting had been used to suggest simultaneous action (alternating shots of trucks driving towards each other), the four-year-olds could not perform the reconstruction at all.

Other research shows that young children misunderstand cuts to close-up. Both German and American researchers have found that infants thought that a character or object shown in close-up was a different, bigger creature than the same character seen in an earlier long shot. Gavriel Salomon, an experienced Israeli media researcher, found that some children with particular cognitive skills (the ability to relate parts to wholes, as demonstrated in jigsaws) were better able to understand close-ups than children whose skills in this area were less developed.

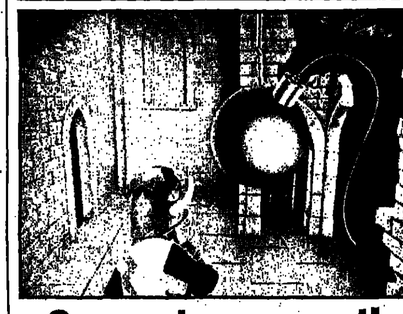
There are clearly differences among children in terms of media literacy, just as there are with print literacy, and it might be helpful if some of these could be identified. This could perhaps be done by adopting the kinds of reconstructive "play" techniques used by Robin Smith, rather than discussion, which puts inarticulate (but visually-gifted) children at a disadvantage.

Pictures in television carry a great deal of information, yet children are often tested mainly on the verbal information in the soundtrack. Again, it is important not only to understand "the way images are presented", but the symbolic significance of how they are put together to represent continuous processes.

Grant Noble, in his book *Children In Front of the Small Screen*, describes how only a minority of eight-year-olds he tested, realized that shots of "flowers coming out" and "rolling snow" in a film symbolically represented the coming of Spring. He also found that many under-eights had difficulty reconstructing the order of events in a television story, using still photographs of key points in the plot.

There is plenty of evidence that pre-school children and infants need help to sort out fantasy from reality in television programmes. In a recent book, Aimee Dorr, an American researcher reported a study in which 58 per cent of five and six-year-olds did not understand that characters in a story were portrayed by actors. They thought they were "real". In a study I carried out with six and seven-year-olds on a BBC general knowledge programme, *Corners*, the children were asked whether the presenters were "really on the moon" (in an item about conditions on the moon). Six answered yes, three didn't know, and the rest answered no. When asked how the presenters got there, 38 out of 44 children gave replies like "they were beamed up" or "in a rocket". Four used the word "magic". Only six "media-literate" children replied "they changed the scenery".

Six out of 44 is not many. Can all teachers and parents be sure that the proportions are different among the children they know? Do our children truly understand the medium, as well as the message, every time they watch the box? And what are we doing to find out?



Computer generation

David Self previews a sophisticated game show for children

CHILDREN'S TELEVISION
Knightmare
ITV Anglia, Mondays 4.45pm.

On the television screen, a young boy, blindfolded within his "Helmet of Justice", is trying to make his escape from a dungeon. His way is barred by massive gates. Other dangers threaten: monsters, warriors and fire-breathing dragons. But this is not a scripted drama. It is the latest television game show and the "Dungeoneer" (as the boy is known) is being guided by three team mates who view his progress on a television monitor.

Superficially it is simply a television version of a role-play fantasy game, which owes more than a little to board- and computer games such as "Dungeons and Dragons" and to the many so-called role-play fantasy paperbacks that are on the market – not to mention Tolkien's world of Middle Earth. However, this is an original game which makes full and imaginative use of the medium and of the latest and most sophisticated advances in computer graphics.

The deviser of the game, Tim Child, considered the use of a conventional television studio set or even of going on location to record in a real dungeon. He dismissed both as being too restrictive. "A true role-play game should never play the same twice. A lot of adventure games are based on mapping or solving some sort of maze. This just wasn't good enough for a television series. Even the biggest castle would have become repetitive."

Needing a dungeon that changes shape, indeed is "irrational", the production team opted for a mixture of scenery, animated monsters, and, especially, computer-generated scenery. In practice this means that the Dungeoneer is simply wandering around a blue void. The "helmet of justice" (so-called because justice is blind) neatly hides the fact that most of the 12 to 14-year-olds who will play the game will not be capable of reacting convincingly to dangers that exist only in a computer.

The settings were drawn by David Rowe; they have been realized by Robert Harris who worked on *Hitchhiker's Guide to the Galaxy* and now runs his own computer graphics company. His effects are created on a piece of hardware called a Spaceward Supernova, which is driven by two IBM computers. The results are amazingly convincing and far advanced of earlier "chromakey" trickery whereby actors were superimposed on painted scenery. Characters cast natural shadows and, with the touch of a light-pen, Harris can respond to the unexpected. For example, should the Dungeoneer opt to "pick up" a torch, Harris can re-light the dungeon appropriately.

The explorer's team mates watch the combined mix of action and effects and are further helped (or hindered) by a Dungeon Master (Hugo Myatt). Both Tim Child and the show's producer, Sally Freeman, are aware of the criticism such fantasy games attract. There is, however, an attractive gothic humour as well as an element of panto about the game. It can result in "death" and it would seem that there is every chance of three players accidentally obliterating their team mate by failing to solve a riddle or direct him away from a chasm.

Programmes are being recorded only a week ahead of transmission so it is impossible to say for certain how successful the series will prove. Auditions have revealed (predictably) that far more boys than girls are attracted to this sort of activity. The first programmes have also demonstrated that the boys tend to be better at planning strategies and seem to have greater spatial awareness. Nevertheless, all-girl teams will be taking part. It is my hunch that the show could become something of a cult and that Anglia will be besieged by groups of all ages wanting to take part, even though it is, in part, a game show without prizes.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 34
Other Appointments 34

Primary Education
Headships 34
Deputy Headships Senior Master/Mistresses 49
Heads of Department 51
Scale 2 Posts 51
Scale 1 Posts 51

Middle School Education
Headships 52
Deputy Headships Senior Masters/Mistresses 52
Craft Design & Technology 52
Music 52
Science 52
Other than by Subjects 52

Secondary Education
Headships 53
Deputy Headships Senior Masters/Mistresses 54
Remedial and Special Needs Teaching Posts 54
Art and Design 55
Computer Studies 55
Craft Design & Technology 55
Economics & Business Studies 55
English 57
Geography 57
History 57
Home Economics 57
Humanities 58
Mathematics 58
Modern Languages 58
Music 58
Pastoral 59
Physical Education 59
Religious Education 59
Rural Science 59
Science 59
Speech and Drama 60
Other than by Subjects 61

Sixth Form Colleges
Scale 1 Posts 61

Special Education
Headships 61
Deputy Headships Senior Masters/Mistresses 62
Heads of Department 62
Scale 2 Posts 62
Scale 1 Posts 62

Appointments in Scotland 65

Independent Schools
Headships 63
Deputy Headships Senior Master/Mistresses 63
Art and Design 63
Bursars 63
Careers 63
Computer Studies 63
Craft Design & Technology 63
Economics & Business Studies 63
English 63
Mathematics 63
Modern Languages 63
Music 63
Pastoral 63
Physical Education 64
Religious Education 64
Science 64
Speech and Drama 64
Other than by Subjects 64

Preparatory Schools
Headships 64
Art and Design 64
History 64
Music 64
Physical Education 64
Science 64
Other than by Subjects 64

Colleges of Further and Tertiary Education
Directors and Principals 65
Heads of Department 65
Other Appointments 65

Polytechnics
Other Appointments 68 & 69

Research Posts 68 & 69

Colleges of Higher Education
Directors and Principals 68
Other Appointments 68

Adult Education 69

Youth and Community Service 69

Overseas Appointments 70

Administration
Local Education Authority 72
Administration General 76

Educational Psychologists 77

Examiners 77

Miscellaneous 77

Peripatetic Posts 78

Outdoor Education 78

English as a Foreign Language 78

English as a Second Language 79

Appointments Wanted 79

Public Notices

Educational Courses

Tuition

Personal Announcements

For Sale and Wanted

Holidays and Accommodation

School Visits

Field Study Centres

Business Opportunities

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Nursery Education

Headships

HAMPSHIRE
AVENUE NURSERY SCHOOL
Required January Head Group 1.
B.A./B.Sc. for further details to: Area Education Officer (SW/PE) Arundel Tower, North Portland Terrace, Southampton, SO9 4XE.
We pursue a policy of equality of opportunity.
Application particularly welcome from people with disabilities. Closing date for completed application 25th September. (11675) 100010

Other Appointments

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
NORCOT NURSERY SCHOOL
Rear of 863 Oxford Road, Reading
Tel: (Reading 27559)
NOR: 143 P/T
Required for January 1988 a Basic Scale 3 Nursery Teacher to be responsible for a class of 3-5 year olds who attend part time. The teacher will work with a qualified NNEB. We are looking for an enthusiastic, co-operative person to work as a member of our team. Applicants are encouraged to visit the school (by appointment).
Applications and further details from the Headteacher, please enclose SAE.
Closing date: 18th September.
Berkshire has scheme of reimbursement for lodging and removal expenses.
An Equal Opportunity Employer. (16934) 100026

HERTFORDSHIRE
SOVINGDON INFANTS SCHOOL
St. Lawrence Close, Sovingdon, Hemel Hempstead
Tel: Hemel Hempstead 833275
NURSERY TEACHER
Required for January 1988 or earlier Nursery Teacher Scale 3.
Application forms are available from the Head and should be forwarded together with letter of application and curriculum vitae as soon as possible (s.a.e. please).
Visits to the school welcome. Relocation expenses may be payable.
(30081) 100026

OXFORDSHIRE
COUNTY COUNCIL
EDWARD FIELD SCHOOL
Bicester Road, Kidlington, Oxford OX5 2LS
Required for January 1988, an enthusiastic and committed Nursery Teacher (currently Scale 3), with training and/or experience in nursery work to establish and open a new 30pl. nursery school attached to the above primary school, which has strong community links.
Application forms and further details available from the Headteacher (SAE please) to be returned within a fortnight of this advertisement. This is a readvertisement and previous applicants will be reconsidered.
An Equal Opportunity Employer. (15658) 100026

Primary School Education

Headships

BERKSHIRE
CHRIST CHURCH C.E. PRIMARY SCHOOL
Milman Road, Reading
NOR: 160
Required January 1988 Headteacher, Group 4.
Further details and application form from the Director of Education (ES/LW), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE please).
Closing date: 25th September 1987.
Berkshire has a scheme of reimbursement of lodging and renewal expenses.
An Equal Opportunity Employer. (16938) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
HIGH WYCOMBE CHURCH OF ENGLAND (V.A.) COMBINED SCHOOL
Loakes Park, High Wycombe, Bucks.
APPOINTMENT OF HEADTEACHER - GROUP 1 JANUARY 1988
Applications are invited for suitably qualified and experienced teachers for the post of Headteacher.
Applications should be submitted on the forms preferably communicated to members of the Church of England. Previous candidates will be automatically be re-considered.
Application forms and further details available from the Area Education Officer, The Old House, 9 Castle Street, High Wycombe, Bucks. Closing date 18th September. (16889)

Cheshire
WARRINGTON DISTRICT
Appleton Thorn County Primary School, Arley Road, Appleton, Warrington, Cheshire, WA4 4RP.
Tel: Warrington 66764 Group 2 School — No on Roll 75
SALARY £15,999
Applications are invited for the post of
Head Teacher
from January 1988. The post is for a teaching Head with a well integrated staff of 2.4, used to working as a team in an open plan with vertical streaming. Applicants should have a commitment to child centred learning and the involvement of parents in the school. The Governors are anxious to appoint a Head Teacher who would be willing to participate in village affairs and to carry on some of its established traditions.
Application forms and further details available from and returnable to: District Education Officer, Warrington District, Priestley House, Sankey Street, Warrington, Cheshire WA1 1PH. Closing date: 28th September 1987.

Required from 1st January 1988
HEADTEACHERS
* Gatley Primary School — Group 5, Ref.3116
* Barrack Hill Primary School, Group 5, Ref.3115
* Maycroft Junior School, Group 4, Ref.3117
Lane End Primary School, Group 4, Ref.3194
Cherry Tree Infant School, Group 3, Ref.3195
Applications are invited from suitably qualified and experienced teachers for the above posts.
* Re-advertisement — previous applicants need not re-apply.
Application forms and further details available from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE (061 480 4949 Ext. 3813), quoting reference, by 18th September 1987.
STOCKPORT

EDUCATION
HONEYHILL COMMUNITY PRIMARY SCHOOL, Chadburn, Paston, Peterborough PE4 6DR.
HEADTEACHER
Group 5 plus Community Allowance.
Required for January 1988. Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). (Office telephone number (0733) 310101 ext. 227). Closing date for receipt of applications 23rd September 1987.
CAMBRIDGESHIRE

School Visits

Historic Wales 37
Australia exhibition 38
Theatre preview 39–41
City of London 42–43
Museums/galleries 44–45
Theme park safety 46







Left: Hadrian's Wall at Borcovicium; above: the Great Dish from the Mildenhall Treasure; below: bronze head of the emperor Claudius from the River Alde in Suffolk

The road to Roman Britain

Unearthing history

JOHN CROSSLAND

Archeology makes great demands on the imagination if sites are not to remain a jumble of stones and trenches, but become in the mind's eye, say, a fort or a forum, filled with toga'd merchants or legionaries.

Television, of course, has provided a tremendous stimulus here, conferring star status on archaeology with *Chronicle* and the recent series on the Sutton Hoo dig. But I can remember a time when you really had to piece out the imperfections of a site with your thoughts. What an adventure in those war years, to play the archaeologist on the site of the Roman station and shrine of Templeborough in South Yorkshire. Scraping away with a trowel I found fragments of black and red pottery, which I carried off in triumph to join my Roman coins. It may not not have been Samian ware, but it looked like it, and as far as I was concerned, was the genuine article.

The following list of activities and sites is designed as an introduction to the Romano-British world for schoolchildren. It makes no claims to being exhaustive and I advise checking on opening times and special school rates before making the trip.

Where to start? Hadrian's Wall has been called, justly, the the finest surviving Roman military construction anywhere. The first sight of it as you climb up from one of the stations on the Tyne Valley line is truly memorable. Greatest of boundary markers, it throws a serpentine coil over the crags and striding edges of Northumberland, complete enough for more than half its length to afford a marvellous walk along its crest.

Stanegate, the road laid down by Tacitus' father-in-law, Agricola, parallel to the wall, forms a T-junction with Ermine Street, the main north-south artery of the legions through their "wild north", and it still gives access to some of the best walking and climbing country in Britain. At the western end you can match your mind and muscle against Hardknott pass in the Lake District, where the Romans built a fort. As you make your approach through Eskdale, you'll notice clumps of *Cepcar Boletus*, the fungus introduced to Britain by the invader. From the top of the pass there is a vista of Ravenglass, with the remains of a bathhouse, where the crews of the galleys which tied up to the quay relaxed.

On the east coast, on the sweep of the purple North Yorkshire moors, can be seen the typical diamond-shaped setts of a Roman road, the Wheeldale road (west of the A169, seven miles south of Whitby), down which messengers clattered with news from the Wall outposts, which might be relayed to the galleys out at sea, from the signal station on top of Scarborough castle cliff. Near by is Garton Slack, where an Iron Age chariot was found, probably driven by a Brigantian chieftain, one of whom Tacitus said: "The nobleman drives, his dependents fight in his defence."

The fortifications manned by such fiercely-moustachioed, be-ringed warriors, are magnificently-sited where they were excavated by Sir Mortimer Wheeler, at Stanwick, five miles south of Darlington on the B6275.

The chariot can be seen in Hull Museum, together with some of the mosaics found in villas on the wolds before the war by the late Tony Brewster. Having identified one villa from a biplane he had rented, and subsequently uncovered a splendid mosaic, he told the farmer on whose land it had been found that he would be back in a few weeks to resume digging. Walking into the local pub a little later, he was horrified to see bits of mosaic hanging behind the bar with the price tags attached. The farmer had been selling off the pavement at a few pence a time and Brewster had to buy the pieces back.

York still has the aura of a capital city, which as *Eboracum* it was, when Britain was split into two provinces in the 3rd century. Here Constantine was hailed as Emperor in 306. It was founded as the base for the ill-fated 9th legion, which simply disappeared on an expedition against the Brigantes. Part of the praetorium of the foundation in 71 has been revealed in the undercroft of the Minster. In the library garden you can see one corner of the legionary fortress, the Roman herringbone courses sharply contrasting with the white limestone medieval stonework.

But as more of modern York is redeveloped, so more of *Eboracum* is uncovered – and ironically the tourist money flowing into the Jorvik Centre is helping to fund more Roman excavation. Recently, the foundations of Roman timber houses and another section of Roman wall were recovered.

Across the Humber now and into the territory of the Coritani you pick up the Coritanian Trail, mapped out by the English Tourist Board in one of a series of handy pamphlets on discovering Roman Britain. Taking the important legionary fortress and *colonia* of Lincoln (*Lindum*) as a starting point (the museum in Broadgate houses an interesting collection; and of the city's three Roman gates one, the Newport Arch, still spans a main road). The trail follows the Fosse Way to Wall (*Letocetum*), on Watling Street, which acted as a main supply route from Colchester, across the centre of the country to the Welsh border. There is a bath house and part of a *mansio* or inn.

Rejoining the Fosse Way, you take the A46 to the north of Coventry at Willenhall, where taking a westerly route brings you to the Lunt at Baginton, site of a reconstructed 1st-century fort. This is one place where the schoolchild can get a real feel for the power of the Roman war machine.

If the Ermine Street Guard, legionary warfare buffs wearing replica Roman armour, are there, so much the better. Commands in army Latin send the legionaries strutting and clanking across the parade ground behind the gate, to the braying of the great horns; sentries pace the battlements while other volunteers exercise horses in the excavated dressage circle.

From the Lunt you are well placed on the road system to explore the Roman riches of the Welsh borders and the Cotswolds. This summer an important centre for the study of the Roman military system has reopened after complete rebuilding. It is the Roman Legionary Museum at Caerleon (*Isca*), one of the army's three permanent bases in Britain. The new display, centring on the everyday existence of the 2nd Augustan Legion, includes material from the fortress baths and includes engraved gems.

An attractive side-trip would be to the Dolaucothi gold mines, set in woodland in the Cothi Valley in Dyfed. You can see here the evidence for Tacitus's comment, that "Britain yields gold, silver and other metals to make it worth conquering". There is the infrastructure of a Roman industry – aqueducts, tanks and open-cast pits, which the slaves would have worked.

The north and west gave the invader such a hard time that their tribes were considered incorrigible. For evidence of what Tacitus clearly saw as the result of British decadence, you have to move down to the Cotswolds and the south-west, where the Romans left many vestiges of, and clearly established a taste for, the country "place".

Tacitus regretted that "the population was gradually led into the demoralizing temptations of arcades, baths and sumptuous banquets". The first two are almost uniquely preserved at Bath (*Aquae Sulis*). (I say almost because the baths of the Antonines at Pammukele in Turkey provide a very special experience.)

The full impact of the long overdue, but sensitive, restoration of the Roman temple and bath complex at this

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HENDON
ROYAL AIR FORCE MUSEUM
London NW9 5LL Telephone 01-205 2266

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Unearthing history

continued

first spa is only now being felt. The remains of the Temple of Minerva had been discovered beneath the Georgian pump room. The forecourt and sacrificial altar of the temple can now be seen as part of a conducted tour of this imaginative site museum, which takes in the colonnaded baths, the worn steps disappearing into the eau-de-Nil water. The museum contains many lead votive tablets which were thrown into the springs and warm pools to invoke the power of the presiding deities, as well as some of the 12,000 coins found on the site.

A Saxon invader, discovering the ruins of *Aquae Sulis*, has left us a poem in which he wonders at the "giants" who created such symmetry in stone.

"Stood stone houses; wide streams welled
hot from source, and a wall all caught
in its bright bosom, that the baths were
hot at hall's hearth; that was fitting . . ."

Modern Saxons can also see what he meant at Chedworth, near Cirencester (*Corinium*) where there are remains of a well-sited villa, and at Woodchester in the Stroud Valley, which claims the largest Roman Pavement in Britain.

The opulence of this domestic lifestyle was made possible by the bloody subjugation of the native tribes, as at Maiden Castle, near Dorchester, the Iron Age earthwork excavated by Sir Mortimer Wheeler, where the Britons fought to the bitter end to resist Vespasian's 2nd legion. Many artefacts are on show in the museum in Dorchester including the skeleton of a defender with a Roman *ballistae* bolt through his spine.

The south coast, less than a day's galley row from the principal continental naval base of Boulogne and a network of roads reinforcing interior lines of communication, permitted a settled, prosperous, thoroughly Romanized lifestyle from the start. As Tacitus pointed out: "Certain domains were prescribed to King Cogidumnus, who maintained his unswerving loyalty right down to our own times".

The rewards of being a client-king under the Romans can be appreciated by turning off the A285, south to Chichester, and west on to the A27 to Fishbourne, a mile outside the cathedral city. Regarded as the finest domestic dwelling in Britain of its period, Cogidumnus' palace incorporates the remains of a colonnaded courtyard, a bathhouse, painted rooms and a garden.

Near Fishbourne, on the "Downland Villas Trail", is the splendidly-preserved villa at Bignor, with its 4th-century mosaics, of "Venus and the Gladiators", and Ganymede and the Four Seasons still *in situ* in glittering array. It lies just off the old Roman Stane street, near Bury, on the South Downs.

It was an example of the last burst of Roman civilization before the onset of the Saxon invasions, which the south coast forts of Reculver, Richborough, Pevensey and Porchester were designed to prevent.

But those earliest bastions of Roman power, *Londinium*, *Camulodunum* (Colchester) and *Verulamium* (St Albans) stood four-square behind their great walls to the very end of the occupation. Colchester, of all sites, shows how tenuous the Roman hold could be. The museum there, part of the 11th-century Norman castle, stands directly above the remains of the great temple erected to the Divine Claudius, its podium and marble pillar-bases gleaming in the vaulted undercroft.

The temple ceased to exist when thousands of blood-maddened Iceni tribesmen poured into the *colonia* and sacked it; the thoroughness of their destruction still plain in the layers of scorched material which accompany 1st-century finds there. They showed what they thought of the divinity of Claudius by beheading his bronze statue and carrying it off as booty. Too heavy for easy transport, it was thrown into a river in Suffolk, but is now a prime exhibit in the museum. The town bursts large sections of Roman wall and gates.

Verulamium, tribal capital of the Catuvellauni, and third largest city in Roman Britain, is at the south-western corner of St Albans. The town museum in St Michaels, houses mosaics, plaster decorations and various domestic objects. Nearby are portions of the walls and a hypocaust building with underground heating system.

Finally the capital, with its remains emerging, sometimes as a major surprise, under the very earth-movers of the developers: the praetorium of *Londinium*'s governing body, the piers of the Roman bridge, and sections of road and gate.

Tours regularly leave the Museum of London in the Barbican to see the sections of wall and their attendant outbuildings in the shadow of the overpowering Barbican development.

Despite television, the next generation of archaeologists will still be stimulated by the magical process of scraping and hewing away the layers of earth to reveal an object, which juxtaposed with other finds in a scientifically-sectioned trench throws an aspect of textual history into high relief.

Hadrian's Wall: the principal sites are:
□Housesteads Roman Fort, 24 miles from Bardon Mill on the B6318, with a garrison for 1,000 infantry, walls, gateways, headquarters and granaries, a small museum and magnificent views. Admission 50p. (04984 363)
□Chesters Fort and Museum (*Cilurnum*), half a mile west of Chollerford on the B6318, with a garrison for 500 cavalry, gateways, commandant's house, headquarters, a particularly well-preserved bathhouse and a small museum. Admission 50p. (04348 1 379.
□Chesterholm (*Vindolanda*) Fort, about a mile south-east of Twice Brewed, on a side road off the B6318: a fort of 3rd century AD buildings and walls south of Hadrian's Wall. Apply for entrance to the Vindolanda Trust, 04984 277.
□Carrawburgh: Temple of Mithras, 4 miles west of Chollerford on the B6318, is the original shrine of a favourite deity of the Roman soldier. A fine reconstruction can be seen (together with many inscriptions and "finds") in the Museum of Antiquities of the University of Newcastle upon Tyne.
□Brunton Turret, a quarter of a mile south of Low Brunton on the A6079 is a particularly well-preserved turret.
□Birdoswald Fort, wall and turret, 3 miles west of Greenhead on a minor road off B6318 is a fort for a cohort of 1,000 men. Its east and south gateways are well-preserved.

The Lunt is open from May 23 to September 27 from 12 noon to 6 pm. It is closed on Mondays and Thursdays during term time. Details on 0203 25555 ext 2315.

Caerleon: school parties should contact the custodian, High Street, Caerleon, Gwent. 0633 423 134.

Dolaucothi Gold Mines: underground tours are available until September 12. A discount of 20 per cent is given to school parties of 15 or over and teachers are admitted free. Contact the National Trust project manager, Dolaucothi Gold Mines, Pumsaint, Llanwrda, Dyfed. 05585 3589.

Roman Baths Museum, Abbey Churchyard, Bath: special rates for groups. Open throughout the year. 0225 61111.

Dorset County Museum: High Street, Dorchester. 0305 62735.

Fishbourne Roman Palace: Salthill Road, Fishbourne, Chichester, West Sussex. Details from the education officer 0243 785 859.

Colchester and Essex Museum: details from the resource centre, 14 Ryegate Road, Colchester. 0206 712481.

The Verulamium Museum, St Michaels, St Albans. 0727 59919.

Museum of London, London Wall, London EC2. 01-600 3699.

The Rescue Archaeology Service: since the demise of the GLC, has drawn the independent archaeological units under its aegis. It allows a much more effective apportionment of funds and effort in the capital and takes the responsibility for training very seriously. They are always on the lookout for young field volunteers, who must be over 16, as the difficulties of insuring anyone of a younger age are too great. Details from Fiona Macdonald on 01-600 3699.

Archaeologists Club, United House, Piccadilly, York has national links. It issues a newsletter and information on digs. 0904 646411.

VISIT THE ROMAN VILLA, BRADING, IW

Brading Roman Villa is believed to have been centre of a rich and prosperous farming estate with fine mosaic floors, painted walls and imported luxury objects of pottery and glass introduced during the period of occupation. The west wing of the Villa is displayed under cover and well preserved with some exquisite examples of mosaic floors. The Orpheus mosaic is believed to have been the entrance room, the reception room is paved with the Medusa mosaic, one of the most important floors in Britain. Open to the public daily from April 1 to September 30 10.00am to 5.30pm weekdays 10.30am to 5.30pm Sundays.
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THE NEXT
"SCHOOL VISITS"
EXTRA

In the Times Educational Supplement will appear on 19th February 1988.

For details contact: Lesley Griffiths on 01-253-3000 ext. 228

228

Though milk bottles have changed their shape over the years, Liquorice Allsorts, both packets and contents, are still the same as ever. Trivial as changes in labels and packets over the last 100 years may seem at first, when viewed together there is no mistaking the impact that packaging has on everyday life.

Robert Opie's **Package Revisited Collection** is housed, appropriately enough, in a Victorian warehouse. He began collecting tins and packets as a hobby 22 years ago and now he has a grand total of a quarter of a million of them. About 17,000 are on permanent display at Gloucester Docks, providing pure nostalgia for those of us who can remember tins of dried eggs or grocers selling biscuits loose by the pound. They are also a vivid lesson in recent social history.

Packets, tins, bottles, jars and posters (in both paper and enamel), most of the times are grouped chronologically in shop-window style displays covering each decade from the 1880s to the present. Brief notes on the significant happenings of the time help to set them all in context.

In one corner of the museum, an old-fashioned shop counter has been reconstructed. There is also an interesting section on wartime products, including magazines and posters, and another on royal souvenirs.

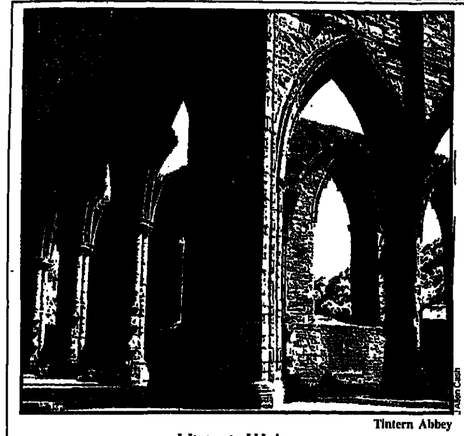
With old metal advertisements round the walls, even the cafe/shop is a fascinating place to linger as it has a good selection of relevant items on sale – new tins, boxes and mugs decorated with old slogans. There is also a television set, showing early commercials, including the classic original "Persil Washes Whiter . . ."



Robert Opie Collection, The Albert Warehouse, Gloucester Docks, Gloucester GL1 2EH; tel: 0452 302309

Open, daily except Mondays, 10am to 6pm. Booked school groups welcome. Admission £2.50 per child.

EXTRA



Tintern Abbey

Historic Wales

Rich in legend

IOLA SMITH

When the National Eisteddfod visits a Welsh town, a circle of standing stones is constructed to mark the event. This 20th-century gesture acknowledges the country's prehistoric origins, and inspires us to unravel 6,000 years of history and imagine what life was like when Anglesey and Dyfed's neolithic standing stones were constructed.

Many of the stones can still be seen. Anglesey, for example, has eight prehistoric burial chambers which give an insight into the religious rituals and culture of the time. Some of the chambers have yielded unexpected archaeological finds, including examples of neolithic abstract art, pottery and an arrow head. It is believed that one of the sites (now below a round grassy mound at Bryn Celli Ddu) has a sacred ring of stones, resembling a smaller version of Stonehenge.

Rumour has it that Dyfed's neolithic heritage at Pentre Ifan shares a common origin with Stonehenge. It is claimed that the Wiltshire site's blue stones originated, like Pentre Ifan's, in Pembroke's Preseli hills. Whatever the connection, however, the Dyfed burial chamber dating from 3,500 BC is one of the principality's finest megalithic monuments.

From prehistory to the more familiar Roman Wales: by AD 100, *Isca* (Caerleon) was firmly established on the banks of the Usk in Gwent. Six thousand soldiers of the 2nd Augustan Legion inhabited the 50-acre fortress, complete with barracks and bath house.

The remains of the 4-foot thick walls can still be seen and a visit to the Roman baths museum (where computer graphics have been used to recreate the site in its heyday) is a good introduction to Roman Wales. The nearby amphitheatre is also well worth a visit. Used mainly for assembly and troop training, it became a sporting arena on special occasions with gladiators hired to entertain the troops.

A thousand years after the Romans established Segontium on the Menai Straits in North Wales, another conqueror marched into Gwynedd. Edward I, irritated by the Welsh princes, decided to construct a chain of fortresses around North Wales to halt the nationalist rebellion. The castles were the high point of medieval military architecture in Wales, and their concentric design contrasts visibly with the simple single towers of the Welsh princes' strongholds in Snowdonia.

It was in the late 1270s that Edward began to consolidate his hold on North-East Wales. By 1283 he was in Gwynedd beginning to construct one of Europe's best known medieval fortresses, Caernarfon Castle, modelled on the walls of Constantinople. It became the historic setting for the investiture of the monarch's eldest son as Prince of Wales. The ceremony was last held for Prince Charles in 1969.

Another striking castle is situated at Conway. Built between 1283 and 1289 by 1,500 men, it now houses an Edwardian exhibition. The medieval town walls stretch for three-quarters of a mile outside the castle, with 22 towers and three original gateways.

Conway also bears traces of more recent archaeological history, including Telford's suspension bridge and a minute quayside house, reputed to be the smallest in Britain.

Beaumaris, the last and largest of Edward I's fortresses, was built on Anglesey in 1295. Britain's best example of a concentric castle, it was constructed by 2,400 men. The town's Victorian jail has been converted into a prison museum where the cells and treadmill can still be seen. A tenching pack is available from Gwynedd's archive service.

South Wales houses the principality's largest castle. Caerphilly, begun in 1268 by the Norman Earl Gilbert de Clare, is equalled in size only by Dover and Windsor. Its massive gatehouses and moat made it virtually impregnable.

Medieval architecture wasn't all military, however. Religious foundations were springing up over Europe, and in the 12th and 13th centuries Wales saw the establishment of numerous monastic houses. Among the best known is Tintern Abbey in Gwent's Wye Valley, founded in 1131 by Walter de Clare. Despite Henry VIII's dissolution, the Abbey's church survives almost intact. Tintern today houses an exhibition re-telling the monks' story.

Valle Crucis Abbey, near Llangollen in Clwyd, was originally founded by the princes of Powys; an illustration of the close association between the Cistercian order and the Welsh speaking gentry.

There is also evidence of the prominent part played by monks in medieval Welsh life at Strata Florida in Dyfed, a monastery renowned for promoting Welsh language and literature. It became the burial ground for the great and the good. Poet Dafydd ap Gwilym is one of the many cultural figures buried there.

A chapel and well associated with St Winefride in Clwyd are among the "Seven Wonders of Wales". The buildings were erected in 1500 with the support of Margaret Beaufort, Henry VII's mother, and the shrine is rich in legend. According to mythology, the daughter of a local prince was beheaded by a nobleman for resisting his advances. At the spot where her head fell, a spring of holy water miraculously appeared.

As troubled medieval Wales settled into the more tranquil modern period, castle architecture assumed a more domestic air. Raglan, constructed in the 15th century, is the product of social grandeur rather than military necessity. In addition to its elaborate drawbridge, it has state apartments, a chapel and extensive kitchens and pantries.

By the time Castell Coch was built in 1870 as a country retreat for the Butes of Cardiff, ornament was all. It looks as if it has stepped straight out of a fairy tale and is often used as a backdrop for historical and horror films.

If the castles are monuments to the mighty, the buildings reconstructed at the Folk Museum in St Fagan's recall the Wales of ordinary people. Authentically furnished cottages, farms and a gipsy caravan are among the exhibits which re-create the lifestyle of 18th and 19th-century rural Wales. Artefacts in the museum's galleries include agricultural, medical and craft implements, and portray the folk customs, culture and traditions of the countryside.

The woollen and corn mills have been restored to working order, and the blacksmith's forge is still in action. Traditional crafts from coopering to love spoon carving are regularly demonstrated, and children can travel back in time by spending a morning as pupils in the Victorian school room.

St Fagan's Folk Museum can be contacted on 0222 569441. The other buildings are administered by CADW, the Welsh Historic Monuments Association. School groups planning a visit should contact CADW on 0222 465511.

A diary may be a journal, a means of organizing business engagements, a record of accounts, even a publicity-seeking memoir of political machinations. Charles Letts, the publishers, have been making diaries for 175 years (longer than anyone else in the world) and will be mounting an exhibition to celebrate the fact this autumn.

Keep a Diary will be at the Mall Galleries in London between September 28 and October 25. There will be readings from diaries, a graphologist to analyse handwriting (that of visitors as well as the diarists) and a guiding service for school parties. Among the exhibits, which represent the period from Tudor to modern times, will be extracts from the journals of Dr Livingstone, Queen Victoria, John Evelyn and Samuel Pepys as well as the diaries of the less famous.

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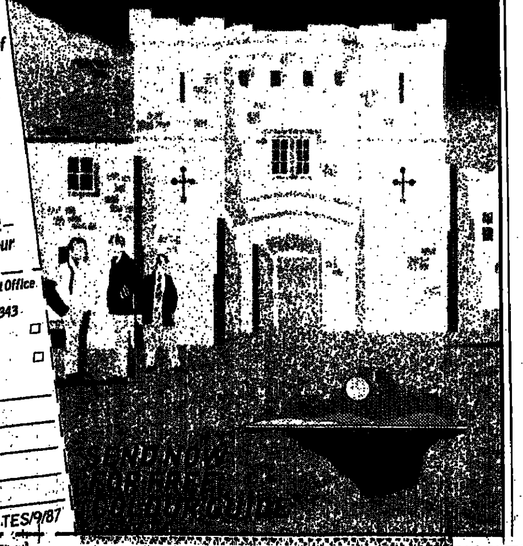
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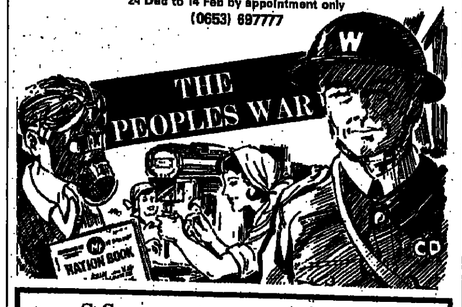
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TEL: (0272) 260680 for party bookings and further information.

Australia's natural history

Botany bay

SARAH JANE EVANS

The bicentenary of the founding of the first colony in Australia is giving rise to an extraordinary range of activities. My own favourites are the melon marathon and seed spitting championships at Coominya, Queensland, and the Australian bicentennial police overland camel exhibition. Back home, we're more restrained. St Dunstan's School is off on a centenary cricket tour of Australia next Christmas, and there will be exhibitions over the next 15 months at the Natural History Museum, the Ironbridge Gorge Museum, the Bradford Industrial Museum, the Brighton Art Gallery and Museum and the Tower of London among other places, in addition to the continuing exhibition at Portsmouth.

Following the visit of the Marching Koalas, the next major event in a more serious vein is the opening of **Australia 1788 – a mine of botanical novelty**, at Liverpool Museum, where there is a remarkable collection of natural history specimens sent back by the early settlers. Dr John Edmonson, keeper of botany, decided to mark the anniversary by concentrating on how the settlers reacted to their new environment, and on the interest its natural history aroused in Britain.

"Most people think of Captain Cook and his trips to Australia", says Caroline Davidson, the guest curator. "They think that the first settlement was a penal colony, but 1,400 people went out in the first fleet, and only half of them were convicts. We want to get away from Captain Cook and to show what the convicts and the people in charge of them felt about Australia, what information was sent back and what interested people here."

The information was copious: the naturalist Robert Brown added some 4,200 new plant species to the 300 or so already known. Stuffed birds were sent back – a rare survivor, a rainbow lorikeet, is on display – as well as, on one notable occasion, some live black swans and a wombat. (When the wombat died, its passing was written up in *Philosophical Transactions*.) Sending plants and seeds back live on the five-month journey was a specialist job: the exhibition shows that special pamphlets were published to give advice, and that one ship had a greenhouse constructed on its quarter-deck to transport specimens safely.

The exhibition gives an impression of the enthusiasm with which news of Australia was received. For the academic, information was passed on through journals; for the rest, the press, popular songs, travelling menageries, museums, stuffed birds, maps and books, all spread the word. Seeds were swapped and special furniture was built to display the specimens. "What fascinated people were the exotic plants and animals, quite unlike anything in the known world", says Caroline Davidson. "It's difficult to understand in the 1980s, when it's no longer the intellectual rage to be fascinated by natural history. We've tried to evoke a world where natural history was a national craze. And we've made a case study, asking what the average Liverpudlian could have known of Australian natural history in 1805 or 1806."

Another part of the exhibition deals with the hardships the settlers faced: a reconstruction of the between-decks of the *Charlotte* shows what life was like. Visitors are also introduced to key figures in the early days, including Captain Arthur Phillip, the colony's first governor, and Chief Surgeon John White, both eager collectors. John White had a particularly difficult task, for he had to make sure that the passengers on the first fleet survived the lengthy journey in order to be able to create a settlement.

Life was not easy. First, there were no hard woods for building, so the old techniques of wattle and daub had to be revived. Then there were the aborigines, who today look rightly askance at the bicentennial jamborees. The exhibition brings to life the meetings between the two cultures, and what the British made of the aborigines, using the words of the settlers wherever possible. The exhibition concludes with a video, which brings the story up-to-date, and explains the relevance of the first settlement and the collection to scientific work and tourism today.

Australia 1788: a mine of botanical novelty; Liverpool Museum, September 26–April 24, 1988; 10am–5pm Mondays to Fridays, 2pm–5pm Sundays; closed December 25, 26, January 1, and Good Friday. Adults 50p, children 25p, group rates on application.

The museum's education department is planning teachers' courses and activities for children. Details from the keeper of education on 051-207 0001 ext 211. The Britain-Australia Bicentennial Committee has a schools linking scheme to twin schools in the two countries. For further information contact Ann Beeching at the BABC, Arthur Phillip Room, Royal Commonwealth Society, 18 Northumberland Avenue, London WC2N 5BJ. 01-930 7529.

Holst at home

A magnificent 1850 Collard & Collard grand piano, bought for the princely sum of £12 by the composer Gustav Holst, is the centrepiece of the Holst Birthplace Museum in a small Regency-style terraced house in Clarence Road, Cheltenham. Holst was born there in 1874. His father, Adolph, was organist at the nearby All Saints' Church and the family lived in the house until the sudden death of his mother when he was seven.

The borough council bought it in 1974, forming a trust to run it. His daughter, Imogen, who died three years ago, was closely involved with setting it up as a museum and donated most of the Holst exhibits. The basement and upstairs floors have been restored and authentically furnished in late Victorian style with items from the town's Art Gallery and Museum Service.

The grand piano dominates the front room. Holst chose it for its light touch as he suffered from neuritis in his right arm. Around the walls are framed title-pages of his works including The Planets. The Hymn of Jesus and the St Paul's and Brook Green Suites. Otherwise the room has deliberately been kept bare of furniture so that it can be used for informal music-making and lectures.

Visits can include a short introductory talk on the composer by the Holst Foundation's archivist, Lowinger Maddison. Music students can also arrange to see the extensive documentary material about him which was collected from Imogen and other sources.

Some of his most treasured personal possessions are on display in the back room, including the Gold Medal presented to him by the Royal Philharmonic Society in 1930. Photographs and framed concert programmes trace the stages of his life as a composer. Several are from St Paul's Girls' School in West London where he taught from 1905 till his death in 1934. Many of his compositions reflect his involvement with its pupils, frequently featuring choral sections for sopranos and altos.

The rest of the house has been refurnished in period style. Upstairs is the small back bedroom on the first floor where he was born. Typically Victorian, it has a brass bedstead and patchwork quilt. There is also a late Regency sitting-room, with heavy red floral wallpaper and dark mahogany and rosewood furniture decorated with brass inlay. In the nursery, a doll's house and other toys are on show, as well as an impressive array of beautifully laundered linen, neatly laid out on wooden shelves.

The stone-floored basement recreates an 1880's kitchen and servants' quarters, fully equipped with mangle, wash-tub, built-in corner copper and, in the pantry, an intriguing selection of cooking utensils. School visitors can try their hand at Victorian-style cookery using the old utensils and traditional recipes. A range of worksheets suitable for children up to about 14, is available free.

GILLIAN THOMAS

Further details from Education Department, Holst Birthplace Museum, Clarence Road, Cheltenham GL52 2AY; Tel: 0242 43399. Opening times: 12 to 5.30pm, Tuesday to Saturday. Admission is free: guidebook 20p; Holst biography 50p.

From pit to professor

Male voice choirs and colliery bands were the usual outlets for music-minded miners and iron workers 100 years ago. But one half-crown a week pit boy became Wales's foremost composer, creating nine operas, 300 songs and 400 hymn tunes.

Tracing Joseph Parry's unusual career from pit to university professor is the function of a Merthyr Tydfil museum. Restoration work has transformed the former iron worker's cottage in Chapel Row, where Parry was born, and converted it into a museum to house evocative memorabilia of the composer's life and works.

Pictures, letters and copies of original scores are included, together with illustrations of the influences which shaped his career. They were the industrial communities of Merthyr, the musical culture of the chapel and America.

The United States was important because it was there after his family moved to Danville, Pennsylvania, that 17-year-old Joseph had his first music lesson. Within three years, the immigrant iron worker was familiar with harmony and counterpoint, and he was winning numerous composition prizes.

News of his achievements reached Wales, resulting in an appeal fund being launched on both sides of the Atlantic to support his studies at the London Royal Academy of Music. Then, after a brief time running a music school in Pennsylvania, he returned permanently to Wales to teach at the university and to compose. In addition to the historical memorabilia, the museum contains modern tributes to Parry. His life story is the theme of Jack Jones's novel *Off to Philadelphia in the Morning*, and a copy of the book – plus pictures from the ensuing television series, are on display.

As yet, however, the museum remains in its infancy. In future, the intention is to extend its scope to include other aspects of Merthyr's musical heritage, including the town's choral and brass band traditions.

Admission to the museum is free, and school groups of all ages are welcome. Packs for follow-up class projects and questionnaires are available, but visits must be booked in advance. This can be done by contacting Merthyr Heritage Trust, on 0685 73117 or 0685 83704.

Iola Smith

Regional theatre/Christmas shows

Plenty of Loot

TIMOTHY RAMSDEN

Shakespeare with a look in, Ayckbourn holding firm, Orton the firm favourite; such is the impression of a theatre season which holds out a number of classics, and a variety of newish plays on the contemporary scene against a darker background of shorter-than-ever seasons with longer runs of fewer productions. The life is still there, but less abundantly than before.

Exeter's Northcott (0392 54853) gives Neil Simon's *Last of the Red Hot Lovers* from September 29 – October 17 and *The Winter's Tale* from November 10–28. **Bristol** Old Vic (0272 2643388) also follows a modernish comedy, Joe Orton's *Loot* from October 8–31, with Shakespeare, this time *Macbeth*, from November 5 to December 5. If Orton seems easy-going these days, try Bristol's New Vic production of Dennis Potter's *Brimstone and Treacle* from November 4–28. Provocative – it's the one the BBC wouldn't show till this year because of the scene where a handicapped girl is raped by the devil incarnate – and only for strong dramatic or theological stomachs. Anyone preferring their treacle without brimstone can be safely recommended *Educating Rita* from December 16 – January 30.

Gloucester Everyman Theatre (0242 572573), actually in **Cheltenham**, offers *A Streetcar Named Desire* from October 29 – November 24 in the main house following a number of tours, while the home side fields a studio team in a programme including *Much Ado About Nothing* from September 29 – October 10 (following its own country-wide tour). Dan Hale's *Every Black Day* from October 22 – November 14 is about the black American crime writer, Chester Himes, and may prove interesting. Everyman Youth Theatre has a show in the studio from November 18–28.

Worcester Swan Theatre (0905 27322) has the acceptable face of political drama, Brenton and Hare's newspaper exposé and study of power, *Pravda*, from September 10–26, followed by a rare Restoration comedy, Sir George Etherege's *The Man of Mode*, from October 1–10. November is given over to productions from the bookshelf, the National Theatre version of *Animal Farm* from October 29 – November 14 and the promise of "mystery, humour, drama" in (would you guess it from that description?) Dostoevsky's *The Idiot* from November 19–28. Presumably a longer evening than the Orwell.

Salisbury Playhouse (0722 20333) also has *Pravda* from October 8–31 (not really about Fleet Street if you believe its authors), then Ayckbourn's *A Chorus of Disapproval* from November 5 – December 5. How long will the increasingly bitter Ayckbourn canon continue popular in reps?

Before all this, there's something of a Hardy season at Salisbury, with another of David Horlock's adaptations; this year it's *Tess* from September 10 – to October 3; while the Salberg studio has a celebration of the author's relations with the city, *Melchester* from September 8 – 19 – a kind of "Thomas goes to Salisbury". Flavour of the season *Loot* runs from October 14–31 in the Salberg, after which the young people's group, Stage 65, present their first brand new play, Jonathan Colling's *Up the Ladder and Down the Wall* from November 5–14 – said to be about the games young people play.

Orton, and little else, from the company at the Nuffield, **Southampton** (0703 671771), who give *Entertaining Mr Sloane* from October 22 – November 14, then move to a Mills and Boon-bashing *Love Off The Shelf* from December 17 – February 6.

Basingstoke's Horseshoe company at the Haymarket Theatre (0256 465566) offer sex and social comment in Alan Bleasdale's genially bawdy *Having A Ball* from October 1–17. This is the one set in a vasectomy clinic, and if you think the title's funny, nothing in the play will shock.

Bleasdale could doubtless do something with a title like *As You Like It*, but it is the genuine Shakespeare from November 12–28. In more sombre fashion, the company moves to Basingstoke's Central Studio at Queen Mary's College, Cliddesden Road to give Athol Fugard's award-winning *Master Harold . . . and the Boys* from October 28–31 and November 4–7.

Farnham's Redgrave Theatre (0252 715301) offers E M Forster's *A Passage to India* until September 19 – not quite the routine play-of-the-film-of-the-book as the adaptation comes from Santha Rama Rau; interesting to see an Indian version of this English version of India, *Pravda* follows from September 23 – October 17, then a chance to compare theatre and TV. Nigel Baldwin's new play *Way Out Of Order* from October 21 – November 7 is about young people who respond to a newspaper ad offering adventure abroad. This is a joint venture with TVS, who will be broadcasting the play after its stage run. Few surprises from *A Cuckoo In the Nest* from November 11 – December 5, but possibly quite a few laughs.

Adrian Mole has to be somewhere and it turns out to be the Queen's **Hornchurch** until September 26, where he's followed by *The Cheeky Chappie* from September 30 – October 24; not another episode of Mole, but Dave Simpson's straight bio-drama of Max Miller, who was ever-so-popular and ever-so-rude in pre-Orton, pre-Bleasdale days – a slice of stage history.

Watford Palace (0923 225671) has a rare revival of Giles Cooper's sardonic look at English suburban respectability in *Everything In the Garden* from September 3–26; Streatham minus the luncheon vouchers, but with quite a bite none the less. *Mary Rose*, J M Barrie's female Peter Pan, arrives from Greenwich on September 29 until October 17, then Ibsen's *A Doll's House* from October 22 – November 14 completes a season of plays sharing central women characters and deceptively mild titles.

Northampton's charming Theatre Royal (01604 24811/32533) early in its second century has a widening range of productions. After *Macbeth* from September 17 – October 10 comes Pam Gems's astringent look at the French singer, *Piaf* from October 15 – November 7, then Willy Russell's Christmas in Liverpool comedy, *Breezeblock Park*, from November 12 to December 5.

Wolsey Theatre, **Ipswich** (01473 53725) offers *The Merry Wives of Windsor* from November 11 – December 5. Briony Lavery's *Madagascar, or The Magical Adventures of Maria Mariana* for 4 to 8-year-olds and described as "a magical mystery tour" plays during the day from November 18 – December 5.

Larry Kramer's strong study of Aids and society's initial apathy to the disease is at **Colchester** Mercury Theatre (0206 573948) until September 19. Thai faithful rep standby *Hobson's Choice* follows from October 21 – November 14. Shelagh Delaney's instant Fifties classic *A Taste of Honey* from October 13–24 is confined to the studio, although it must be among the most popular of exam texts.

An American flavour at **Leicester** Haymarket (0533 539797) with a lesser known Tennessee Williams *Summer and Smoke* from September 9 – October 3 offers sex and sun in the southern States at the start of the century. A Thirties American farce (and origin of a Marx Brothers film) *Room Service* from October 14 – November 14 concerns a down-at-heels theatre company. Are they trying to tell someone something?

Leicester's Studio has an excellent reputation for its classic plays seasons, but a new venture there, Haymarket Theatre Workshop Productions, will focus on original and exploratory work. Initially that includes American writer Jean Claude van Itallie's play *The Travellers* from September 30 – October 24 about American theatre director Joseph Chaikin and Dick Edwards's look at prisoners of war in Leicestershire in *Long To Rain Over Us* from November 11 to December 12. *Beowulf*, from October 16–18, presents the Anglo-Saxon verse hero in an open-air performance in Abbey Park (in October?) Barbecues and bonfires provided at least.

At **Coventry Belgrade** (0203 533055) there's *The Prime of Miss Jean Brodie* from October 8–24. Julian Garner's new love story set in Ireland and England between 1914 and 1966 *Guardian Angels* from November 5–21 may be worth a visit.

Birmingham Rep (021-236 4455) plays Christopher Sergel's version of *To Kill A Mockingbird* from September 7 – October 3 then has acerbic comedy classical, *The School for Scandal* from October 12–31 – and modern, with *A Chorus of Disapproval* from November 9–28. **Nottingham** Playhouse (0602 419419) offers *The Normal Heart* by Larry Kramer from September 30 – October 24, then David Brett's version of *Saturday Night and Sunday Morning* from October 28 – November 28.

Annie Castledine has an interesting programme for her first year at Derby Playhouse (0332 363275) focusing on women protagonists as seen by male



Kenneth Macdonald as Max Miller, The Cheeky Chappie at Hornchurch

continued overpage

NEW SEASON
SEPTEMBER '87 – JANUARY '88

MAIN HOUSE
WED 9 SEPT – SAT 3 OCT
Summer & Smoke
by Tennessee Williams
TUES 6 OCT – SAT 10 OCT
THE PHANTASMAGORIA
WED 14 OCT – SAT 14 NOV
ROOM SERVICE
FAT PIG
FRI 20 NOV – SAT 30 JAN 1988

STUDIO
YOU STRIKE THE WOMAN, YOU STRIKE THE ROCK
TUES 8 SEP | SAT 26 SEPT
THE TRAVELLER
SEPT 30-OCT 24
THE WAR IN HEAVEN
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THEATRE PREVIEW



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and female writers. Given Ms Castledine's previous work there should be every reason for hurtling in to see Mary Pix's Restoration comedy *The Innocent Mistress* from September 3–26, followed by Lillian Hellman's drama about the effect of rumour in a girls' school, *The Children's Hour*, from October 1–24, and the Patrick Hamilton thriller with the tortured wife *Gaslight* from November 5 to December 5; the oldest rep fare can seem fresh in the right context.

More sedate chicanery at the New Victoria, Newcastle under Lyme (0782 615962) with Chris Martin's Sherlock Holmes adaptation *A Study in Scarlet* in repertory from September 16 – October 31, with Willy Russell's school trip show *Our Day Out* from September 7 – October 17, then *The Tempest* from October 21.

Chester Gateway (0244 40392) offers yet more *Loot* from October 1–24 and another *Tempest* from November 5–28. (It's worth watching for a possible schools' review writing competition in connection with the Shakespeare.) In nearby Mold, Theatre Clwyd (0352 55114) has one of Shaw's less performed Plays Pleasant *You Never Can Tell* from September 25 – October 24. A studio *Macbeth*, follows in Clwyd's Emlyn Williams studio theatre from October 2–31.

Liverpool Playhouse (051-709 8363) visits *Under Milk Wood* from September 28 – October 24, then plays Tom Topor's courtroom drama *Nuts* from November 4–28; edge-of-the-seat stuff for the generation that missed out on Perry Mason. The Everyman (051-709 4776) will doubtless bring its regular glitz-on-a-shoestring to *Cabaret* from October 8 – November 14.

In **Manchester**, Contact Theatre's (061-274 4747) recent successes in 20th century drama promise well for Brecht's *Mother Courage* from September 16 – October 10. Wickedly parodied of late in *The Coloured Museum*, Lorraine Hansberry's *A Raisin in the Sun* from October 14–31 remains a humane account of hope among a poor black American family. Lorca's *Blood Wedding* runs from November 11–28.

At the Library Theatre (061-236 7110) Alan Bennett's West End less-than-success *Enjoy* from October 1–24 is followed by a Northern staple, Houghton's *Hindle Wakes* from October 28 – November 21, a period piece but as strongly crafted as ever.

At **Wythenshawe** Forum (061-437 9663) there's a new (to Britain) musical *The Rink* from September 26 – October 24 (last of the red-hot musicals in the tradition the late Howard Lloyd Lewis triumphantly championed in Manchester before his untimely death?) Then you can go and see *What the Butler Saw* from October 30 – November 21.

Classics time at the Royal Exchange (061-833 9833) starts boldly with Schiller's *Don Carlos* from September 10 – October 10, a heavyweight must, especially when directed by wunderkind iconoclast Nicholas Hytner. *A Doll's House* from October 15 – November 14 clearly earns its place, but (yet again) *Lear*? From November 19 – December 12.

Bolton Octagon (0204 20661) starts with *The Beggars' Opera* until October 3, then has various northern plays, Ibsen's *An Enemy of the People* from October 7–24 and Bill Naughton's trouble up at t' wedding comedy *All In Good Time* from October 28 – November 28. **Oldham** Coliseum has (surprise) *Lear* from September 12 – October 3, then its own bit of northern-my Walter (*Love On The Dole*) Greenwood's *Hanky Park* from October 9–31. *Playboy of the Western World* occupies the stage from November 6–28.

John Burrows's *It's A Girl* returns to **Lancaster**'s Duke's Playhouse (0524 66545) from September 23 – October 17. This look at five pregnant women's attitudes to a nuclear plant is a witty and provocative show with fine acting and a cappella singing. It's followed by Mel Smith and Bob Goody's *The Gambler* from October 28 – November 21.

East of the Pennines, **Sheffield** Crucible (0742 769922) opens with Clare Venables's production of *The Importance of Being Earnest* from September 10 – October 3. Steinbeck's own dramatization *Of Mice and Men*, from October 8–31, is followed by *A Winter's Tale* from November 6–28 directed by Steven Pimlott, whose *Twelfth Night* caused a stir last spring. In the Crucible Studio, there's a new musical by Bob Eaton, who wrote *Lennon*. *Out With A Bang*, from October 16 – November 7 is set in McCarthyite, A-bomb-testing America and could provoke foot-tapping and discussion. More setting history to rights, no doubt, in Peter Biddle's satirical comedy *The True Story of the Titanic* from November 13 – December 5.

A solid set of recent London successes at **Leeds** Playhouse (0532 442111), opening with Julian Mitchell's exploration of links between Thirties public school behaviour and spying for Russia, *Another Country* from September 10 – October 3. Stephen Poliakoff's, *Breaking the Silence* runs from October 8–31, yielding to *A Chorus of Disapproval* from November 5 – December 5.

Home of Hull Truck, Spring Street Theatre, **Hull** (0482 23638), has John Godber's new show *teechers* from September 7 – October 3 and November 2–28.

Following *Macbeth*, which runs until September 19, **York** Theatre Royal (0904 23568) has Sue (A Mole) Townsend's adult literacy class comedy *Groping for Words* from September 23 – October 17, then Wycherly's comedy of naughty manners, *The Country Wife* from October 21 – November 11, and then Lizzie Brailsford's adaptation of H G Wells's *The Island of Dr Moreau*, from November 12–28.

On the Yorkshire coast, **Scarborough**'s Stephen Joseph Theatre in the Round (0723 37054) runs the very latest Ayckbourn *Henceforward . . .* until October 31, alternating with *Educating Rita*. From November, there's a new repertoire including *All My Sons* and Mallatratt's version of Susan Hill's novel *Woman In Black*. Details soon from the theatre.

Perhaps the best news from Yorkshire is **Harrogate** Theatre's (0423 502116) return from the grant-cutting ropes. They come back in style with *An Ideal Husband* from September 2–26, then *Adrian Mole* takes up his pen on their behalf from October 1–17, followed by *The Normal Heart* from October 22 – November 7. Harrogate's season is completed by pieces on two notable showbiz ladies, William Luce's *Lillian* (as in Hellman) from November 12–21 and Pam Gems's *Piaf* (as in Edith) from November 26 – December 12.

Newcastle upon Tyne folk have an old theatre newly restored from films and flames. The Tyne Theatre and Opera House (091-232 3421) offers Ayckbourn's sombre view of a much out upon woman's wildest imaginings, *Woman in Mind*, from October 14–31, and helps out at Live Theatre at Broadchare Quayside (091-261 2694) with two new plays on crime and punishment. Tom Hadaway's *Yesterday's Children* challenges ideas of guilt and punishment (the author has been writer-in-residence at three prisons), while Arthur McKenzie's *Man in a Bottle* is a first-hand account of police work by a member of the force. Both plays run from October 26 – November 21.

Edinburgh's Royal Lyceum (031-229 9697), a rising northern star, opens with Dario Fo's farcical view of politicized shoplifting *Can't Pay, Won't Pay* from September 11–26. There's *A Doll's House* from October 2–24, then comedies darkish, *The Merchant of Venice* from October 30 – November 21, and light, *Private Lives* from November 27 – December 12. Glasgow Citizens' (041-429 0022), seemingly permanently in the ascendant, has *The School for Scandal* from September 4 – October 3; Schiller's *Joan of Arc* from October 9–31 and Pinter's *No Man's Land* from November 6–21. The Pinter, incidentally, carries a schools' Playday on a prepared scene on November 9. Contact Roberta Doyle for more information (041-429 5561). The session apparently offers students the chance to direct from the auditorium a cast including Giles Havergal. This must be irresistible.

Tickets and prices obey new laws at Christmas, so it's wise to check these (and age suitability) before booking.

Cinderella goes to the ball at Lincoln from December 19 – January 30, Nottingham Playhouse December 3 – January 16, Sheffield Crucible from December 11 – January 16 and for 5–11-year-olds at Stoke's New Vic from November 25 – December 19. *Peter Pan* flies at York Theatre Royal from December 19 – January 23 and at Newcastle's Tyne Theatre and Opera House from December 7 – January 30; while *Aladdin* rubs his lamp up the right or wrong way at Northampton Royal from December 14 – January 30; at Oldham Coliseum from December 4 – January 16; in Giles Havergal's production of *Aladdin and His Wonderful Lamp* at Glasgow Citizens' from December 1 – January 16; and as a local lad in Bob Carlton's *Aladdin Liverpool* from November 26 – January 23 at Liverpool Everyman.

Jack and the Beanstalk combine at Coventry Belgrade from December 8 – January 23, Colchester Mercury from December 9 – January 16 and Salisbury Playhouse from December 19 to January 16. *Beauty and the Beast* at Edinburgh Royal Lyceum from December 7 – January 2 and there's a single *Mother Goose* at the Duke's, Lancaster November 30 – January 9.

Two *Wind in the Willows*, at Farnham Redgrave from December 10 – January 16 and in a new musical version at Mold from December 3 – January 30. Bristol Old Vic has a variant with *The Adventures of Mr Toad* from December 10 – January 30.

Yellow brick road time with *The Wizard of Oz* at Birmingham Rep from December 7 to January 23 and Exeter Northcott from December 16 to January 30 or in radio doyen Alfred Bradley's *The Scatterbrained Scarecrow of Oz* from December 11 – January 16 at Derby Playhouse.

Wythenshawe Forum Theatre has *Snow White and the Seven Dwarfs* from November 27 – January 30, while Chester Gateway plays Les Miller's *Dick Whittington and His Cat* from December 12 – January 23, Queens Hornchurch has scooped the new David Wood *Tom Thumb* for 10 weeks from December 7.

Books and films are raided, the Arabian Nights for *The Magical Adventures of Sinbad* from December 10 to January 9 at Worcester Swan; while *The Prince and the Pauper* from December 3 – February 6 is at Manchester Library Theatre; *Oliver Twist* from December 1 – January 16 at Hull Spring Street (with the considerably more adult *Bouncers* as an alternative from December 7 – January 16). C S Lewis provides the source for *The Voyage of the Dawn Treader* from December 3–19 at Basingstoke Haymarket. In Manchester Contact repeat director Anthony Clark's popular version of Raymond Briggs's *The Snowman* from December 8 – January 23 with Howard Blake's score. *Gypsy* from December 7 – January 16 provides a musical season at Liverpool Playhouse. Ipswich also has a musical with *Hans Andersen* from December 10 – January 9 at the Wolsey.

Bolton Octagon goes for a local setting with David Holman's *Fangs* from December 3 – January 16, which offers audiences a swirl of adventure all the way from Bolton to Blackpool. Holman's plays are, however, always worth watching.

Most forthright title of the period is probably *Fat Pig The Musical*, from November 20 – January 30 at Leicester Haymarket, which promises circus, vaudeville and rock and roll, all from Colin McNaughton's children's story.

Not every theatre goes for specifically young people's shows: Watford Palace has a period thriller, *The Cat and the Canary*, from November 26 – January 9, while Manchester Royal Exchange revives Pinero's Victorian farce, *The Cabinet Minister*.

Other varied fare crops up in the studios: the Emlyn Williams at Theatre Clwyd is to have a Victorian pantomime, greatly different from the modern breed from December 11 – January 9, while Newcastle's Gulbenkian goes for the up-to-fives with Chris Speyer's *The Enormously Big Weed* from December 9 – January 9.

Definitely more mature audiences are catered for at Derby's Playhouse Studio with Les Miller's Dario Fo-style hospital kitchen farce *Finger in the Pie* from December 16 – January 9; and at Sheffield's Crucible Studio, where the anatomical element is also taken up: their surrealist event promises to include Ionesco's *The Bald Prima Donna* and Apollinaire's *Breasts of Tiresias* from December 18 – January 9. Who mentioned Christmas?



Pamela Nomvete and David Keys in Joint Stock's Sanctuary

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THEATRE PREVIEW



To Kill a Mocking Bird, Contact Theatre, Manchester

Touring theatre

Whistle stop

Musicals in major venues; one-nighters by a company of three with one plank and an Arts Council guarantee – all part of autumn's rich tapestry of touring theatre, from which it's possible to untie only a few threads here.

Bill Kenwright's shows (playing one or two weeks each) include *Joseph* in Plymouth (September 7), Lincoln (September 14), Birmingham Hippodrome (September 21), Ayr (September 28) and Isle of Man (October 5) and *Blood Brothers* – Hull (September 7), a fortnight at Wolverhampton (September 14) and Belfast (September 28), then a week in Dartford (October 12). Richard Harris's dance class London long-runner *Stepping Out* does just that, to Aberdeen (September 7), Stirling (September 14), Manchester (September 21), Preston (September 28), Hull (October 5), Worthing (October 12), Cheltenham (October 19) and Belfast (October 26). Further dates are possible for all these.

The **New Vic**'s *Canterbury Tales* are likely to be Chaucer at his liveliest and bawdiest – at Reading (September 21), Malvern (September 28), Wimbledon (October 5), Chichester (October 12), Bangor (October 26), Birmingham Alexandra (November 2), Stirling (November 9), Warwick (November 16), Stevenage (November 23) and Richmond Surrey (November 30).

Cambridge Theatre tours rural Russian love stories of last century and this. Alexander Vampilov died in 1972 aged 34; his story of love in a Siberian cafe *Last Summer in Chulimsk* was successful at Birmingham a few years ago. The Cambridge production goes to Poole (September 29), Southampton Nuffield (October 5–17), Warwick (October 19), Malvern (October 26) and Cambridge (November 2), Turgenev's *A Month in the Country* follows to Poole (November 3) and Cambridge (November 9–21), as well as visiting Richmond (November 23), Bath (November 30) and Aberystwyth (December 7). Phone (0223) 357134 for details of workshops on modern Soviet Theatre.

Meanwhile **Oxford Theatre Company** tours *Dr Faustus* from Cheltenham (September 7–19) to Taunton (September 21), Bracknell (October 5), Cambridge (October 12) and Poole (October 19). Co-produced with TyneWear Theatre Co, Ayckbourn's *Woman in Mind* Goes from Newcastle to Taunton (November 9), Bury St Edmunds (November 16), and Poole (November 23). A set of *Mystery Plays* brings medieval drama to Wolverhampton (December 7), Oxford (December 14 – for four weeks), Warwick (January 11), Cambridge (January 18) and Taunton (January 25).

Familiar titles can turn up the unexpected among smaller scale touring companies. Venues, at one or two nights each, are too numerous to mention – try local arts centres or the regional arts association for precise details.

TAG theatre's dynamic *Othello* tours until October 3, visiting Dundee, Aberdeen, Glasgow, Cumbernauld, Stirling, Kilmarnock, Dumfries, Motherwell, Alloa and Dunfermline while another Scottish company, **Communicado**, takes Liz Lochhead's *Mary Queen of Scots* – an Edinburgh Festival sellout and an apparent debunking job – to Glasgow, London, Highlands and Aberdeen in September, Borders, Fife, Dumfries and Galloway – and Derby, in October.

Sturdy Beggars from the **Medieval Players** turns out to be not another urts council application but a potpourri including puppet-theatre Chaucer (*Miller's Tale*) and a medieval cabaret of music, juggling and stiltwalking. It visits Tunbridge Wells (15th), Munchester (16–17) and Scotland in September, then the Midlands (October) and North of England (early November), the south including Winchester and Salisbury, and Hertfordshire (December).

ATC take a version of Marlowe's *Faustus* concentrating on the relationship between the bad doctor and Mephostopholis to West Midlands, Sheffield Crucible (September 15–19), East Anglia (late September) then in early October to Oxfordshire and Cheltenham Festival. Later dates include Hampshire, Eastbourne, Tunbridge Wells and Newcastle upon Tyne (October 28–31).

Kathleen McCreery has rewritten much of **Avon Touring**'s *The Taming of the Shrew* setting it in Mussolini's Italy and using *Commedia* and puppetry as influences. Somerset venues, Milton Keynes (18th) and Cumbria in September, Hants, Dorset and Avon early October, then Cheshire and Lancs (October 19–23) receive Avon's tour. Lincolnshire and Humberside then Yorkshire end the tour.

The girlhood of Shakespeare's villainesses is a re-examined in Elaine Feinstein's *Lear's Daughters* for the **Women's Theatre Group**; a play about women, power and manipulation it visits Battersea (September 23–27) then Bedford, the North West and south, before returning to York and Leeds in late October. Aberdeen, Cambridge, Portsmouth, Colchester, Croydon (November 17–22), and Warwick (December 3–5) follow.

Orchard Theatre tour *Tess of the D'Urbervilles* September-November in the South West; for four to eight-year-olds *The Meg and Mog Show* follows in Devon (November 18–28). Dorset and Somerset and Plymouth December, with further January dates throughout the area.

Red Shift have made a short evening of a long novel including striking visual moments in *The Mill on the Floss*, ending its tour at Croydon September 22 – October 3) and Birmingham (October 19–23).

Tara Arts bring *Exile in the Forest*, B Bahi's play from the Mahabharata to Deptford, Newcastle Polytechnic (October 7–10), Bradford Alhambra (October 13–17) and Leicester Haymarket (October 27 – November 7). **Check by Jowl** have *Macbeth* in Cambridge (September 21–26), Wakefield (September 29 – October 3), Scunthorpe (October 6–10), Bury St Edmunds (October 12–17), Brighton (October 19–24), Redhill (October 26–31) and Winchester (November 3–7).

Companies confronting social issues include Coventry-based **TIC TOC** who take Jon Gaunt's *Hooligans* (due for Channel 4 next year) to Birmingham (September 21–26), Bridgwater, Bath and Swindon (October 21, 24, 28) and Newcastle (November 25–28).

Gaunt's raw-edged youth-aimed style also permentes *Stars*, which visits Aylesbury, Birmingham (September 28 – October 3), the West Midlands in October, then the North West (Crewe to Lancaster) in November before returning to West Midlands venues.

Hull Truck has an extensive tour of John Godber's latest *teechers*: between September and November seasons in Hull they tour to West Midlands (October and December), also Hemel Hempstead (December 16–19) then Hants and Yorks in January.

Foco Novo take Michael Picardie's look at South Africa *The Cape Orchard* to Plymouth (October 7–17), Exeter (October 20–31), then East Anglia, Cardiff, Birmingham and Warwick in November. Ruth Dunlap Bartlett's *The Cocoa Party* concerns a patriarchal family in seventies. **Black Theatre Co-operative** tour it in late autumn to West and East Midlands, South West, Southern and Yorkshire regions.

Joint Stock present *Sanctuary*, a rap musical about the homeless. From its Salisbury season Ralph Brown's play visits (among others) Liverpool Playhouse (October 12–17), Gulbenkian Canterbury (October 22–24) and Sherman Arena Cardiff (November 24–28).

Tomba take a new version of Cindy Artiste's 1985 Manchester success about race relations within a family, *Face Value* to Liverpool (October 19–24) and Birmingham (October 26–31) Reps, then Manchester region, Yorkshire, West Midlands, Hampshire, Berkshire and Plymouth's Drum (November 30 – December 2). Major Road offer a teenage-oriented look at Irish life with Irish music in *Irish Night*; it's set in a pub and visits Bradford (November 7 – October 27), Birmingham (November 9–21), Warwick, Farcham, Battersea and Plymouth (December 3–5).

Two shows from **Paines Plough**: warfare, women and west meeting east in a thriller *The Way To Go Home*, at Belgrade Studio Coventry (October 29 – November 14), then Glasgow, York and Birmingham (November 24–28), while *Berlin Days; Hollywood Nights* looks at Brecht's Communist composing colleague Hans Eisler – at Lancaster Nuffield (October 7–10) then Birmingham, Manchester, The North in October; Cambridge, Liverpool Unity and Bradford (9–14) in November.

Trestle Theatre's recent laboratory work has resulted in a reformed company, new masks mixing with non-masked characters, in *Top Storey* – at Bristol Albany (September 11–12), then in Nottinghamshire (September), Beds, Herts and Lincs (October), West Midlands (November 2–7), Lincoln, Humberside and Belfast in November; Birmingham, Northampton, Milton Keynes and King's Lynn during December.

Apart from George is being toured by the **National Theatre Education** as a studio production. This look at the efforts of the title character's redundancy on a Fenland family starts at Poole (September 9–11) and works its way to Sunderland (October 30) visiting most parts of England between.

Timothy Ramsden



Michael Turner and Amelda Brown in Apart from George, National Theatre Education

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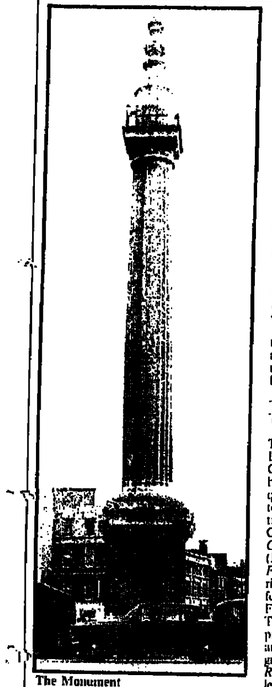
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EXTRA

City of London: ancient and modern

Jewels in the crown


The Monument

By 7.30 on weekday mornings, the streets of the City are packed with people *en route* to the institutions that make London's Square Mile one of the world's financial centres. But next door to such monuments to Mammon as the Bank of England and the Stock Exchange are a wealth of Roman relics, Wren churches and Dickensian alleyways. In this mixture of ancient and modern, history and economics, massive edifices and domestic detail are riches for school groups visiting the City.

Unless otherwise indicated, attractions are open from Monday to Friday, at least between 11am and 4pm. Phone numbers should be prefaced by 01 from outside London.

MARSHA HANLON

TOWER HILL UNDERGROUND TO THE THAMES

Tower of London, Waterloo Building, EC3N 4AB
Construction on this 18-acre site was begun in 1078 by William the Conqueror. Subsequent monarchs added to the palace, fortress, prison and treasure house, which now contain the Crown Jewels and Royal Armouries.
Group rate: Free September to April. (Fee charged May-August only.)
Facilities: Sample worksheets for various age groups and teachers' information notes available in advance. Films and slide shows also available. Talks can be arranged for special projects, but no guided tour. Picnic area and light refreshments in grounds.
Restrictions: Minimum age seven; at least one teacher per 15 pupils; maximum in group 100.
Booking: Telephone 709 0765 ext 235 to check availability of dates, then write to the Receiver of Fees.

Tower Bridge, SE1 2UP
The overhead walkways have reopened after 70 years; now fully glazed, they provide panoramic views over London. Although the original steam pumping engines which operated the bridge have been replaced by electricity, one is kept working in the museum, which also features exhibits and videos explaining the history and design of the bridge.
Group rate: Adults £2, children (to age 15) £1. One free admission with every 10 paid, plus 20 per cent discount during 1987.
Facilities: Self-guided tour takes 45–60 minutes. Items of interest are captioned and attendants are available to answer questions.
Booking: Telephone 407 0922 or 403 3761

HMS Belfast, Symons Wharf, Vine Lane, SE1
The Royal Navy's largest cruiser saw active service from 1939 to 1963, and is now a floating museum. Visit includes engine room, mess deck and gun turrets. Younger children can climb into hammocks. Lectures on maritime topics available for older children.
Group rate: Adults £2.50, children £1.25. One adult free with every 10 children if booked in advance.
Facilities: Two-hour tour geared to age group, worksheets available.
Booking: Telephone 407 6434, ask for schools officer. Arrive via London Bridge BR Station and gangplank, or by ferry from Tower Pier 407 6436.

All Hallows-by-the-Tower, Byward Street, EC3
The foundations of this church date from AD 675. The crypt has a Roman pavement and artefacts, and a model of Roman London AD 400. Samuel Pepys viewed the Fire of London from the tower (no longer safe for climbing). There is also a Brass Rubbing Centre with facsimile brasses.
Group rate: £10 for 20 or more, extra charge for brass rubbing materials.
Facilities: Guided tour, open space for picnics.
Booking: At least two weeks in advance. Telephone 481 2928

BORDERED BY UNDERGROUND STATIONS ALDGATE, LIVERPOOL STREET, MOORGATE AND MONUMENT

Bank of England, Threadneedle Street, EC2
"The Old Lady of Threadneedle Street" (designed by Sir John Soane in the 1790s) holds the nation's gold reserves. Threadneedle Street probably got its name from a signboard depicting three needles; a needle seller's shop, perhaps, or a property belonging to the Needlemakers' Company.
Group rate: Free
Facilities: Three tours a day, each lasts 1½ hours. Includes history, a look at the staterooms, a film on the role and function of the bank and a question and answer session.
Restrictions: Minimum age 15, maximum in group 20.
Booking: Two or three months in advance. Telephone 601 3832 and ask for Public Liaison Group.

Stock Exchange, Old Broad Street, EC2
Since becoming computerized, the Stock Exchange's human turmoil isn't what it was. However, the information centre offers a multi-media explanation of what actually happens on the floor.
Group rate: Free
Facilities: Tours take place nine times per day. A talk and film explain the new system, and hands-on experience is offered through video games and a bulls and bears game.
Restrictions: Minimum age 10; maximum in group 20.
Booking: Telephone 588 2355, ask for education officer. Also ask to collect copies of the City trail, a 40-minute walking tour of major City institutions, with factual questions for children to answer.

Glance down **Ball Court** (next to 39 Cornhill), a Dickensian alley where Simpson's Chop House has been feeding City gents since 1757. Nearby is **Leadenhall Market**, still operating within its impressive Victorian glass and iron structure. The "lead" of its name derives from the lead roof of the 13th-century manor house which stood here. Soon after, it became the market where all but City-born traders had to sell their poultry, because "heretofore folks bringing poultry to the City have sold their poultry in lanes, in the hostels of their hosts, and elsewhere in secret, to the great loss and grievance of the citizens, and at extortionate prices". Eventually, "foreigners" were allowed to sell other goods here.

Lloyd's of London, Information Department, Lime Street, EC3M 7HA
At the extraordinary new Lloyd's building, designed by Richard Rogers of Pompidou Centre fame, architecture, history and insurance are all explained in a comprehensive, multi-media exhibition which opened in November 1986. Visitors can see brokers and underwriters at work, view a detailed model of the cathedral-like building and learn about weird and wonderful items insured by Lloyd's over the years. The ultra-modern building with its glass lifts also houses historic items, such as the Lutine Bell, rescued from a shipwreck and still rung on special occasions.
Group rate: Free

BORDERED BY UNDERGROUND STATIONS MOORGATE, MANSION HOUSE, BARBICAN

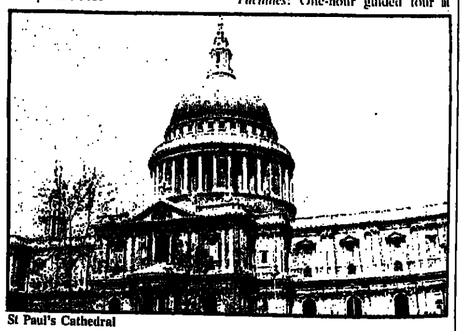
Museum of London, London Wall EC2Y 5HN
Reconstructed scenes show 2,000 years of the capital's history, arranged chronologically.
Group rate: Free
Facilities: Lessons can be requested. A range of specific worksheets and drawing sheets can be purchased in advance (7p each, free samples available). A 28-page activity guide (75p) is recommended for children aged 9–13 on a general visit.
Restrictions: Closed Mondays.
Booking: Written application should be made three months in advance. Write to the education department for information and booking forms. Telephone 600 3699 ext 208

From the Museum to the Tower of London there is a 1¾ mile **London Wall Walk**. Panels along the route explain surviving remains of the City wall, and drawings reconstruct vanished elements. The walk, which takes one to two hours, can be followed in either direction.

Barbican Centre, Information Desk, Level 5, EC2Y 8DS
Named for the barbican, or watchtower, which provided extra fortification just outside the City's walls, this arts complex opened in 1982.
Group rate: Age 15 and up £1 per person; age 12–14 75p; age 8–11 50p. Accompanying adults free with groups of 10 or more.
Facilities: One-hour guided tour at 12.15pm and 5.15pm includes concert hall, theatre, cinema and conservatory with pond and aviary. A talk or video on the history and development of the area is also included. Questionnaires are provided for children to fill in during the tour. Packed lunches can be eaten in the foyers, and there is a cafeteria.
Bookings: Four weeks in advance, telephone 638 4141 ext 218. For details of educational programmes linked to the *Barbican Art Gallery*, telephone 638 4141 ext 306.

Royal Shakespeare Company, Housed at the Barbican Centre, the RSC offers backstage tours of the main theatre and the Pit. These can take place in conjunction with attending a *matinée* performance.
Group rate: Adults £2, students £1.30
Facilities: Tours of 45–60 minutes take place at 12.30 and 5.30 (12 and 5.30 Thursdays). The RSC also offers talks and seminars: ring education officer Gordon Scammell on 374 8532.
Restrictions: No tours on preview performance days.
Booking: For tours, telephone 628 3351

Guildhall, off Gresham Street, EC2
Its unspoilt crypt dates from the 15th century, and the Great Hall has long been the scene of civic pageantry. "Guild" derives from geld (money-payment), and guilds were medieval mutual aid societies formed by crafts and trades.
Group rate: Free
Facilities: One-hour guided tour at


St Paul's Cathedral

Facilities: Begins with reconstruction of Edward Lloyd's Coffee House (London meeting place of shipowners in the 1680s, where financing and insuring of ships took place), then traces the rise of Lloyd's to the present. Self-guided tour with taped commentary and attendants to answer questions. Termly newsletters available for follow-up lessons.
Booking: Telephone 623 7100 ext 5786

Visit one of the many churches designed by Sir Christopher Wren, such as **St Peter-upon-Cornhill**, the oldest church site in the City (626 9483) or **St Michael-upon-Cornhill**, (626 8841). Or see the 13th-century **St Helen's** (283 2231) with its monuments to City worthies. City churches provide oases of calm, and many have pleasant and spacious churchyards, where packed lunches may be eaten.

The Monument, Monument Street, EC3
Inside this 202-foot high, 17th-century fluted Doric column built to commemorate the Great Fire of 1666 is a 313-step spiral staircase leading to a viewing platform with a panoramic view of London. In Dickens's *Martin Chuzzlewit*, Tom Pinch sees visitors about to ascend and says: "They don't know what a many steps it is. It's worth twice the money to stay below".
Group rate: Adults 50p per person, children 25p.
Facilities: Information sheet available at Monument, or in advance from the Public Relations Department, Guildhall, telephone 606 3030 ext 1902.
Booking: Not necessary

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EXTRA

building's history. Further information from the Public Relations Department, telephone 606 3030 ext 1902.
Restrictions: Maximum in group 50.
Booking: Six months in advance recommended. Telephone 606 3030 ask for Keeper's Office.

St Mary-le-Bow, Cheapside, EC2
Cockneys are supposedly born within the sound of the bells of this Wren church, and the same bells led Dick Whittington to make his name and fortune in the City. The "bow" refers to the stone arches or bows of an earlier church on the site. "Cheapside" is derived from the Old English word for market, and nearby street names (Bread, Milk, Poultry) suggest what was sold here.
Group rate: Free
Facilities: Visit the ancient crypt and hear the bells (now an electronic carillon). A primary school pack (small charge) contains cut-out models of the bells.
Restrictions: No visits between 12 and 2 on Tuesday, Wednesday, Thursday.
Booking: Telephone 248 5139

BORDERED BY UNDERGROUND STATIONS MANSION HOUSE, BARBICAN, FARRINGDON ROAD, BLACKFRIARS

St Paul's Cathedral, EC4
Sir Christopher Wren's masterpiece was built to replace a church destroyed in the Great Fire of 1666. The crypt contains Nelson's and Wellington's tombs. The interior of the dome contains the acoustic marvel of the whispering gallery, and higher galleries offer panoramic views.
Group rate: Church free (donations welcome); whispering gallery and crypt 60p.
Facilities: Retired teachers conduct 1½ hour tour, geared to age group and interests.
Booking: Telephone 236 4128 or 248 2705

Children from 14–17 accompanied by an adult may watch trials at the **Central Criminal Court** (Old Bailey). Free, no advance booking. Telephone 248 3277

Post Office, King Edward Street, EC1A 1LP
This sorting office is notable for its Roman wall, and for the underground railway which carries post between Whitechapel and Paddington.
Group Rates: Free
Facilities: Guided tour
Restrictions: Tours 10.30–2.30 Monday-Thursday. Minimum age 10, maximum in group 20.
Booking: Two or three weeks in advance. Telephone 239 5024

National Postal Museum, next door to the post office
The museum has a collection of old pillar boxes (viewable by advance request) as well as an extensive collection of stamps.
Group rate: Free
Facilities: Guided tour and choice of films geared to age group. Takes one hour.
Restrictions: Tuesday-Thursday only, 11am or 2pm
Booking: Two weeks in advance, telephone 432 3851

Across the street is the **Postman's Park** with its G F Watts art nouveau tiles commemorating the noble deeds of ordinary Victorian people.

At West Smithfield (originally "Smooth Field" and the site of jousts and burnings at the stake) is **St Bartholomew's Hospital**. Known as Bart's, it was founded in 1123 by Rahere, a courtier of Henry I, in gratitude for his recovery from illness. He also built a monastery here and became its first Prior. After dissolution, Henry VIII enabled the hospital to continue. St Bartholomew's Fair was a popular annual event until it became so rowdy that it was stopped.

During the Fair's heyday, drapers and tailors set up booths in nearby Cloth Fair, and many settled there permanently. A rare survivor of the Great Fire is a house with two-storey bay windows of timber; a design forbidden after the Fire.

At **Smithfield Meat Market** with its ornamental Victorian ironwork, a tour and talk can be arranged for those over 16 (236 8734). Younger children aren't welcome, as the fast pace of the market makes it dangerous.

St Bartholomew-the-Great, West Smithfield EC1, is part of Rahere's Priory church. Its 13th-century gate has been restored and the remarkable ancient building contains Rahere's tomb. Telephone 606 5171

St John's Church, St John's Square, London EC1
Rebuilt in 1504, the gateway (in St John's Lane) was the main portal into the Priory of the Knights of St John of Jerusalem. Across Clerkenwell Road, the well-preserved church crypt (dating from 1140) is still used by the St John's Ambulance Brigade for ceremonies, making it ideal for a lesson in continuity and change.
Group rate: Free, but donations welcome
Facilities: A guided tour is geared to age group. Worksheets are available, and others can be prepared on specific topics
Booking: Telephone 253 6644


Tower bridge

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As teachers will appreciate, the preparation for visits; the activities that take place on the visit, and subsequent follow-up have to be planned carefully.

The Education Service at English Heritage has a staff of advisers who have worked in schools and they will give whatever help you need.

They can, for example, supply notes, guides, videos etc. and even give help in arranging drama and role play on site.

For a more detailed description of the free visits scheme and material available, write to:
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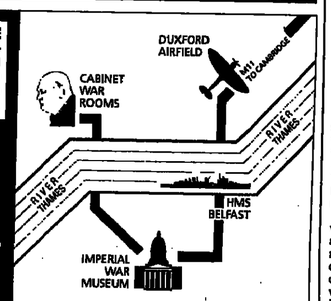
Michael Barber
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Museum preview

Exhibition extras

A full programme of events for teachers and their classes supports forthcoming exhibitions at the British Museum and the Museum of Mankind.

Throughout September and October there will be a special educational exhibition at the British Museum on the Vikings for primary schools following the BBC's new *ZigZag* series. A study day for teachers on September 12 will introduce the temporary exhibition and preview some of the programmes with the producer, Tom Stanier. The recently published *Vikings Activity Book* (£1.25) by Sir David Wilson, director of the BM, which introduces 7 to 11-year-olds to the Viking world and way of life through a series of games, quizzes and drawings, should prove particularly useful here, whether or not schools intend to visit. An illustrated information sheet on the Vikings in Scandinavia, Britain and Ireland, which refers to specific museum exhibits is also available.

The GCSE study day on October 24 will show that the classical collections are a rich resource not just for history and classics teachers, but for art and design, English, drama and RE specialists as well. The day will offer a wide range of workshops in the galleries from architecture and childhood to warfare and women.

Practical demonstrations of arts and crafts have become a popular feature of exhibitions. When the major loan exhibition, *Glass of the Caesars*, opens in November, there will be a special session for teachers on Roman crafts on November 28.

MARY CRUICKSHANK

The Greek and Roman collections are becoming increasingly well-used by teachers, who will welcome the opening of new galleries in October. To introduce the new displays, the education department will be holding study days on Homer, Troy and Early Greece on October 22 and November 25 and 26; and on the Greeks in the Mediterranean next January 26, 27 and 28. Greek theatre will be explored next March in a joint project to coincide with University College's production of *Medea*.

The museum's education department has also worked closely with Kent Opera. Two successful collaborations based on Tippett's *King Priam* and Mozart's *Magic Flute* encouraged students to use the galleries to design a production and culminated in a workshop performance with the company. The latest venture is based on the new work by Judith Weir, *A Night at the Chinese Opera*, set in 14th-century China. Teachers are invited to a study day on the opera and the oriental collections on September 19 and a workshop for schools and families will be held next February.

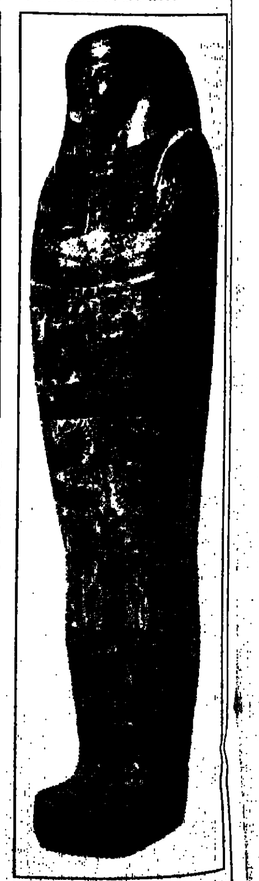
A highlight of next year's programme will be the exhibition, *Suleyman the Magnificent*, which arrives in London from Washington, Chicago and New York next Feburary. Weekend courses for teachers on March 12 and 13 and on April 23 and 24 will focus on the ceramics, textiles and other art works on loan from Istanbul.

The Royal Academy's celebration of English Gothic art from 1200 to 1400, which opens on November 6, draws on much materinl from the British Museum. On November 13 and 21 there will be sessions for teachers at the two venues and an evening preview of the exhibition. Study notes on various aspects of Medieval life are also available.

The Living Arctic exhibition opens at the Museum of Mankind in December, accompanied by an extensive educational programme. A well-illustrated guide to the exhibition by the curator, Jonathan King, *Arctic Hunters: Indians and Inuit of Northern Canada*, (£1.95) describes life in the sub-arctic and arctic today and the influence of modern technology on traditional ways of life. Particularly useful for school visits will be a special activity room for children staffed by two Canadian teachers.

British Museum Publications for children include Joy Richardson's *Inside the British Museum* (£1.50) and *Inside the Museum of Mankind* (£1.95) as well as the activity books series and other useful guides. They can be bought in the museum bookshop or in advance from BMP, 46 Bloomsbury Street, London WC1B 3QQ. Study notes and trails, teachers' packs, and videos for loan are available free of charge from the education department. Courses must be booked in advance. Details from the Education Service, Great Russell Street, London WC1B 3DG. 01-636 1555.





Illustrations from Inside the Museum of Mankind (left) and Inside the British Museum

Although admission charges were introduced to the Natural History Museum in April, pre-booked parties from British schools and educational institutions are still admitted free, as are bona fide students using the galleries for scientific or artistic study purposes, and teachers making a preliminary visit.

The redesign of a large part of the museum has meant that the school assembly area, where classes can leave bags and coats and eat lunches, has been temporarily restricted. This makes it even more important than usual for schools to pre-book visits, so that teachers can be warned in advance if the area is full. Groups that turn up "on spec" may find that they have to wait for admittance or even be asked to visit another of the South Kensington museums instead.

This is clearly unsatisfactory. If a visit has been specifically geared towards the Natural History Museum, and its education department is concerned that teachers know about the current limitations. The only consolation is that in about two years' time a greatly extended schools' area will be in operation with a capacity for about 300 children.

In the meantime, the important thing is to book a visit at least two weeks in advance by writing to the visitor resources section. Teachers are also encouraged to make a visit at one of the quieter times: mid-week in term-time, Saturdays and Sundays, November, March, April and June are the busiest months.

There is a tendency to regard a visit as an end-of-term treat. Sheila Gore, acting head of the visitor resources section, points out that a much more fruitful outing integrated with course work can often take place to introduce a topic at the beginning of term or to provide a stimulus half-way through. The education staff are very willing to advise schools on how this can be done.

Teachers who make use of the pre-booking service will receive an information pack on how to plan a visit and details of the teachers' centre, where a range of resources and sample worksheets are on display. The centre is open every weekday from 11.30am to 2pm and on Wednesdays from 4pm to 5.30pm and is staffed by a member of the education team. A wide range of activity sheets encouraging close observation of displays and catering for all age-groups from lower primary to sixth form is available, price 10p each. There are also teachers' guides on human biology, ecology, evolution, fossils and sixth-form visits. Occasional teachers' courses are run; there will be one on using the museum for primary and middle school teachers on September 29.

Details and booking information from the Visitor Resources Section, The Natural History Museum, Cromwell Road, London SW7 5BD.



"The Cholmondely Sisters": 17th century British school

Painting packs

Art of observation

Gallery Explorer Packs for Young People.
Tate Gallery Publications, Millbank, London SW1P 4RG
Each pack contains 10 worksheets. £1.95, discounts for schools visiting the Tate.

JEAN GOODING

A vivid interest is the first spur to looking at paintings, but a gallery talk encouraging active observation and enjoyment can well be the second. These lively displays of knowledge and enthusiasm are enjoyed by many visitors to the Tate and the publication, by the education department, of *Tate Trails* will make a useful follow-up to such an experience.

The selection of works in the packs is a varied one and draws on both the British Collection and masterpieces from the 20th century. There is a particular bias towards recent works. The packs contain 10 A4 sheets, each with a large colour reproduction of the work to be studied, together with helpful information about the artist or medium and follow-up questions and suggestions. There are two packs for 8–12-year-olds and two for children over the age of 12. The latter are clear, lively and argumentative, demanding careful attention to colour, shape and size and an emotional as well as thoughtful consideration of symbols and colour.

For example, students are asked to imagine a shape into which Rodin's *The Kiss* would fit. In the case of the red and black *Rothko Installation 1958–9*, originally designed to decorate a restaurant in the Seagram Building, they have to describe the way in which the paint has been applied to the canvas and the effect achieved.

The packs demand a concentrated look at both the whole and parts of the work and there is constant emphasis on the achievement of effect either by paint on canvas or by the shaping of wood or stone. The children's imagination is involved in descriptions of scenery, emotions and the progress of narrative.

Where this is not appropriate, the pack takes other approaches. I found the different ways of considering Mondrian's *Composition with Grey, Red, Yellow and Blue* demanding and interesting; analogies with set theory and different ways of categorizing or classifying objects are clear. The packs emphasize language and the connection with other arts, especially music. They also spotlight key works in the Tate – works which Pat Adams of the education department stresses are *usually* there on the walls.

The punchy, direct questions demand the visitor's attention and judgement. Of Boccioni's *Unique Forms of Continuity in Space* and even of Gainsborough's lively presentation *Portrait of Giovanna Baccelli*, we are asked at the end of the exercise: "Do you think he has succeeded? Give a mark out of 10." It might, however, be more realistic to ask the pupils to justify their mark by referring to their previous answers.

There are explanations of unusual or technical works such as *Recumbent Figure* by Henry Moore. Here, the worksheet asks the student to assume the position, to try out poses, to find the angles, shapes and spaces of the figure. The visitor is invited to imagine a mouse climbing up and down the curves, following the shape and texture of the stone. The emphasis on words and ideas is powerful: "Which of these do you think are strong: a woman, a hill, the sea, a mouse?"

The packs follow the publication of a collection of poems commissioned by the Tate and the works which inspired them, *With a Poet's Eye*, and the anthology, *Voices in the Gallery*, by Dannie and Joan Abse, using a wider range of works. The Tate has also produced small volumes based on a particular theme: romantic love or the sea, for example. There has also been a series of well-attended lunchtime poetry readings in the gallery for the past three summers.

Details and booking forms for this autumn's gallery workshops will be available in early October. In November, the Welsh poet, Gillian Clarke, will be running primary school activities.

Insight into industry

Factory fodder

The day they "went round the factory" is probably remembered by most children for the bag of goodies they took home as a result: samples of a real British product seen in the making. The Industrial Society believes that some preparatory work is essential, particularly for secondary students, if pupils are to benefit more from such visits.

The Society's training and advisory service recommends and offers help on the organization of one and two day conferences for fifth and sixth-formers on industry, and also encourages schools to set up industrial clubs run by and for the students. When students have achieved a degree of understanding, the Society will offer help to schools on arranging their programme of visits so that an integral picture of production and marketing and the structure and function of the workforce can be appreciated. The conferences take place at school under the invited chairmanship and guidance of the Society with representatives from industry and commerce taking part. Leaflets are available from the Schools Industry Campaign, 48 Bryanston Square, London W1H 7LN. Tel 01-723 4045, or Wira House, Clayton Wood Rise, Leeds LS16 6RF. Tel 0532 780521 or for Scotland and Northern Ireland from 4 West Regent Street, Glasgow G2 1RW. Tel 041-322 2827.

VANESSA YOUNG

The Careers Research Advisory Centre, in consultation with local education authorities, government bodies and companies, offer a range of activities for pupils preparing for careers in industry including insight courses for sixth-formers, which last four days and are designed to give students a genuine feel for management. They also run a "fast-moving and intensive" two-day Insight into Industry course designed for third-year pupils, with an INSET day organized for staff staging the event at school. Information from CRAC, Sheraton House, Castle Park, Cambridge CB3 0AX. Tel 0223 460277.

Industry Matters, built on the momentum of Industry Year 1986, by the RSA, has a regional network of some 350 local groups, many with a specific education contact to assist active collaboration between education and industry at curriculum level, from primary unwards. One of the main educational targets is to link all secondary schools and as many primary schools as possible with local companies. Contacting the network enables a wide variety of school-industry links to be forged. Education packs, appropriate to area, obtainable from the Education Co-ordinator, Industry Matters, 8 John Adam Street, London WC2N 6EZ. Tel 01-930 9120 or RSA switchboard 01-930 5115. Packs for each level of schooling are also on offer.

Visitors to York, the result of a collaborative project involving nine schools is a useful resource for teaching about tourism as an industry using fieldwork skills and surveys. Under the auspices of SIA (The North Yorkshire Schools and Industry Association) the project made a survey of visitors to York for industry Year. *Visitors to York*, SIA, 0948665 01 7, £5 including p&p from SIA, Park Grove School, Dudley Street, York YO3 7IG. Tel 0904 23963. SIA Newsletter also available on request.

While students are away from school premises obtaining direct experience of local industry and community, the school remains responsible for their welfare. *Out and About* by Maureen O'Connor is an essential all-round guide to safe practices out of school from the SCDC (Schools Curriculum Development Committee). A revised edition will be available from Methuen later in the autumn.

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Further information from Administrator, tel: 031-331 1451. (2299)

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EXTRA

Running wild

City Wildspace. By Bob Smyth
Hilary Shipman £6.95. 0948196 071

Bob Smyth's *City Wildspace*, an account of the growth of the urban nature conservation movement, includes a guide to over 300 wildlife sites mainly in Greater London and the metropolitan counties, but also in Leicester and urban areas of Avon, Cleveland, South Wales and Scotland.

The directory indicates the wide range of locations for nature reserves: disused railways, canal basins, churchyards and cemetries, public parks and reclaimed gravel pits. Some of the least promising-sounding places offer rich havens for wildlife.

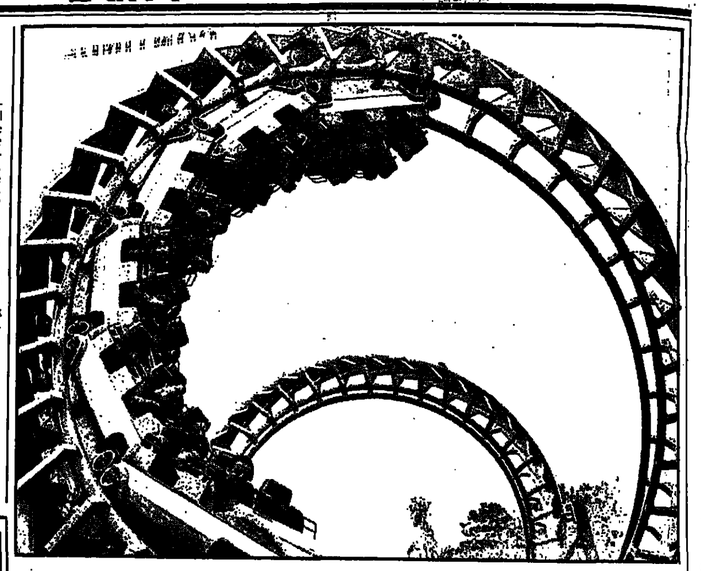
Each entry gives details of address, warden's telephone number where appropriate, management and size of the reserve and a brief description of habitat and notable species.

The growing awareness of the importance of nature conservation in towns is described in the first half of the book. The author, a co-founder of the London Wildlife Trust, former deputy leader of Southwark borough council, and a member of the council of the Royal Society for Nature Conservation, has had broad, practical experience of the issues involved. He discusses the roles of the landscape architects, local authorities, government agencies and pressure groups. The account suggests that reserves are most successful where the local community has a sense of "ownership" and involvement. Schools are among the most frequent users, aware of the advantages of a nearby site for regular fieldwork and recreation. Their continued participation underlines the value of urban nature reserves as a community resource.

Mary Cruickshank

Lakeland

Lake District Leaders' Handbook provides a wide range of invaluable information for groups visiting the area. It ranges from boots to boat-hire, conservation to cycling, and farm visits to films. Available from bookshops, £2.50, or Youth and Schools Liaison Service, National Park Centre, Brockhole, Windermere, Cumbria LA23 1J, plus 50p p and p.



Theme park safety

Scare-appeal

LIZ HERON

The theme and leisure park industry has crossed the Atlantic in a big way since the start of the Eighties. Added attractions have burgeoned and new parks open all the time. School parties have become one of the main market targets, with elaborately produced education packs and teachers' notes boosting the educational image. But in the wake of recent accidents, safety is bound to be the first consideration for teachers.

At Alton Towers in North Staffordshire last year, school visits made up 10 per cent of the 2.2 million admissions, with coachloads of children travelling from as far afield as London, Yorkshire and Bristol. School groups account for an increasing proportion of visits to Thorpe Park in Surrey – 124,000 children in the last year, compared with an overall volume of 1.2 million. Blackpool Pleasure Beach, which, with six and a half million visitors a year, boasts the biggest single leisure attraction in the country, has just made a sales pitch to 7,500 schools, emphasizing the educational value of its amusements.

Park managements are disinclined to admit that tragedies have provoked any re-thinking or tightening up of safety standards. These are publicly claimed as a matter of pride. Approaches vary when it comes to supervision and regulating access to rides. At Alton Towers and Thorpe Park, it's a child's height rather than age that puts certain attractions out of reach. Alton Towers has special areas for those under 4ft 11in (Adventure Land) and 4ft 7in (Kiddies' Kingdom), which children are not allowed to leave until collected by an adult.

At Chessington in Surrey, children under eight have to be accompanied on all the rides. Alongside the zoo, where a new education centre is presently being built, its World of Adventures opened this year, geared to a younger age range than some of the amusement parks. They claim not to have "white-knuckle rides" – those with scare-appeal for teenagers, like the "corkscrew".

At parks where they do operate, age and height restrictions apply to all children. For the most part supervision of school parties is left to accompanying teachers, with no extra regulations being enforced. Thorpe Park points out that during the height of the school visits season, in June and July, they have extra security staff on duty. They estimate that for 7,000 children they need staff corresponding to 12–13,000 general admissions. Both Alton Towers and Thorpe Park encourage accompanying teachers to make a preliminary visit free of charge.

Perhaps the most supervised arrangements are those laid on at Blackpool Pleasure Beach, where school groups don't just disperse in the general throng, but are taken round by a guide to visit a specific number of attractions, which are chosen according to three different age groups.

Amusement and theme parks are opening at such a rate that the English Tourist Board finds it hard to keep up with them. Some operate safety checks and procedures above the the minimum, but it can't be assumed that they all do. They're highly competitive. Even if safety and staffing levels conform to existing legal requirements, and staff working conditions are ideal, there are inevitable problems when dealing with a volume of human traffic that appears to have no forseeable limit. As the manager of Lancashire's Camelot Theme Park put it: "I'm in a growth business. We wouldn't be here if we weren't aiming to get bigger". It's not a problem the industry seems willing to recognize.

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There will be an exhibition to celebrate Beatrix Potter at the Tate Gallery between November 18 and January 31. Two hundred items have been selected by the National Trust, which owns her house and land and many of her original drawings, to show Beatrix Potter in other guises besides that of the creator of Peter Rabbit. Influenced by her father, the pioneering photographer Rupert Potter and her brother Bertram, a painter, Beatrix recorded archaeological and natural history subjects (unfortunately not with the same skill as her painted animals).

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Arden County Junior School.
Group 5 Age Range 7-11
Current Roll 226
Application from well qualified and experienced candidates are invited for the above post.
Assistance is available with removal and other related expenses in approved circumstances.
Application form and further details for both posts from: The Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent, ME4 4JE, to whom they should be returned by 25 September 1987. 03732
KENT COUNTY COUNCIL

Applications are invited from appropriately qualified and experienced teachers for the posts of
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of the following Schools. Appointments to commence 1st January 1988.
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Provision of temporary housing accommodation may be available.
Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN. Closing date for applications 21st September 1987. 03733
Bexley London Borough

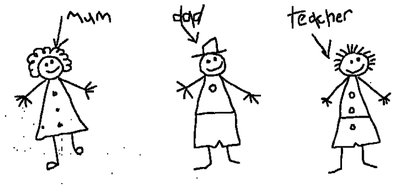
PRIMARY HEADSHIPS CONTINUED

Headteachers
Required January 1988:
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NORTHOLMES C.J. Junior School, Leith View Road, Horsham, West Sussex RH12 4ET
Group 6 — NOR 284.
Closing date 25th September, 1987.
Application forms and details for the above two posts available from Mid Sussex Area Education Officer, Beckworth House, Black Hill, Lindfield, Nr. Haywards Heath, West Sussex RH16 2DU (s.a.e. please).
SOUTH BERSTED C.E. (CONTROLLED) PRIMARY SCHOOL
Group 4, 204 on roll — age range 5-11)
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Application form and further details available from Area Education Officer, Ambassador House, Crane Street, Chichester, West Sussex PO19 1TP (s.a.e. please). Closing date 18th September, 1987.
GOSSOPS GREEN FIRST SCHOOL, Kidborough Road, Gossops Green, Crawley, Sussex
Group 5, pupils aged 5-8
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Application form and further details available from Area Education Officer, Goffs Park House, Horsham Road, Crawley, West Sussex on receipt of s.a.e. (50760)
west sussex

HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the headships of the following schools
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Group 2 Ages 5-11 Number on Roll 52.
(Re-Advertisement)
The school is situated in the village of Mendham nestling in the picturesque Waveney Valley and serves a rural community.
The appointment will date from the beginning of the Spring Term 1988.
Tudor C of E Controlled Primary School, Sudbury
Group 4 Ages 5-9 Number on Roll 178
(Re-Advertisement)
The school is situated in the attractive market town of Sudbury on the Suffolk/Essex border.
The appointment will date from either the beginning of the Spring Term 1988 or Summer Term 1988.
Hardwick County Primary School, Bury St. Edmunds.
Group 5 Ages 5-9 Number on Roll 285
(Re-Advertisement)
This modern primary school is situated on the south-eastern side of the historic market town of Bury St. Edmunds and serves a mixed residential area.
The appointment will date from either the beginning of the Spring Term 1988 or Summer Term 1988.
Previous applicants for the above posts who wish to have their applications re-considered must please write to this effect.
Further details and application forms are available from the County Education Officer, St. Andrew House, County Hall, Ipswich, IP4 1LJ. (SAE please) and completed forms should be returned by 25th September 1987. 03734
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APPLICATION FORMS AND FURTHER DETAILS ARE OBTAINABLE FROM AND RETURNABLE TO THE COUNTY EDUCATION OFFICER, EDUCATION OFFICES, WOODLANDS ROAD, MIDDLESBROUGH, CLEVELAND, TS1 3BN (TEL. MIDDLESBROUGH 248155, EXT. 3018/7). FINANCIAL ASSISTANCE WITH HOUSEHOLD REMOVAL EXPENSES MAY BE AVAILABLE IN APPROVED CASES.
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HEAD TEACHER (GROUP 5)
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WESTBURY JUNIOR SCHOOL, Eric Avenue, Thornaby, Cleveland, TS17 7JT
HEAD TEACHER (GROUP 4)
Required for January, 1988, a suitably qualified and experienced teacher for the Headship of this junior school situated in Thornaby.
HEMLINGTON HALL INFANT SCHOOL, Stainton Way, Hemlington, Middlesbrough, Cleveland, TS8 9DA.
HEAD TEACHER (GROUP 4)
Required for January, 1988, a suitably qualified and experienced teacher for this infant school with a 39 place nursery class, serving a large housing development on the southern outskirts of Middlesbrough. (50763)

After mums and dads, probably the most influential figure in a young person's life.



In Enfield we recognise the support and backing that is necessary to create effective and well managed schools. We offer an extensive and innovative in-service programme. We are fore runners in educational initiatives and can give exciting opportunities for the development and implementation of new ideas. Working in Enfield is a partnership.

There are of course other advantages to working in Enfield. You will find the best combination of city and suburban living: a pleasant outer London borough with easy access to the centre of London yet only a stone's throw away from the rolling Hertfordshire countryside.

The following vacancies have occurred due to promotion and retirement.
HEAD TEACHER GROUP 6
WALKER PRIMARY SCHOOL, Waterfall Road, London N14 7EG. Tel: 01 886 3904.
Walker Primary School is located in a very popular residential area bordering the London Borough of Barnet. The roll in September will be close to 440 pupils, and the majority of children come from within the school's catchment area.
There are 17 full time Teachers, including the Head Teacher.
HEAD TEACHER GROUP 6
HAZELBURY INFANT SCHOOL, Hazelbury Road, London N9 9TT. Tel: 01 807 5677.
The Headship falls vacant in September 1987 following the appointment of the present postholder to a Headship at a larger Infant School within the Borough.
The School is situated on the South Eastern side of Edmonton, sharing a large site with Hazelbury Junior School, the Progress Centre and West Lea School. The roll in September will be 300 pupils plus Nursery Class and Nurture Group.
There are 16 full time teaching staff including the Head Teacher, and 0.8 full time equivalent.
HEAD TEACHER GROUP 4
OAKTHORPE JUNIOR SCHOOL, Tile Kiln Lane, London N13 6BY. Tel: 01 807 4689.
Oakthorpe School is centrally situated in the Southern part of the Borough. Currently there are 235 pupils on roll.
The teaching staff is 10 full time, including the Head Teacher and 0.7 full time equivalent.
SECOND DEPUTY HEAD TEACHER GROUP 7
CHURCHFIELD PRIMARY SCHOOL, Latymer Road, London N9 7BA. Tel: 01 807 2458.
The vacancy is the result of the present postholder's promotion to a Headship within the Authority.
The School is situated in the South Eastern Sector of the Borough close to the major road and rail links.
The teaching staff for the academic year 1987/88 is 20 full time plus 0.6 part time equivalent.
The number of pupils on roll is 457.
DEPUTY HEAD TEACHER GROUP 5
ALMA PRIMARY SCHOOL, Alma Road, Enfield EN3 4UQ. Tel: 01 804 3302.
The vacancy is the result of the present Deputy Headteacher's promo
London Allowance £795. Consideration given to assistence with removal, re-location costs, temporery housing and two homes allowance.
Application forms (large S.A.E.) obtainable from and to be returned to Education Department, PO. Box 56, Civic Centre, Silver Street, Enfield, Middlesex. Closing date 18th September 1987.
tion to a Headship within the Authority.
Alma School is situated in the Eastern part of the Borough.
There are approximately 360 currently on roll, and they are organised into 11 mixed ability classes and a 30 place Nursery.
There are, at present, 15 full time teachers, plus a Language Teacher.
This staffing supports the Special Educational Needs of the school and an active programme of INSET.
DEPUTY HEAD TEACHER GROUP 4
DE BOHUN INFANT SCHOOL, Green Road, Southgate, London N14 4AD. Tel: 01 449 6684.
The post of Deputy Head Teacher is vacant due to the promotion of the previous postholder to a headship within the Authority.
The school is situated in the Western part of the Borough and has easy access from the M25 and London Transport Undergroudn, Piccadilly Line.
The roll in September will be approximately 168 pupils.
There are six full time Teachers and a Nursery teacher. There are also 2 part time Teachers.
London Borough of Enfield
An Equal Opportunity Employer

PRIMARY EDUCATION

HEADSHIPS

EASTCOMBE C.P. SCHOOL
Eastcombe, Stroud, Glos. (66 on roll) 5-11 years.

HEAD TEACHER (Group 2)

Required 1st January 1988.
Forms and further details from Chief Education Officer (Ref. TG1), Shire Hall, Gloucester GL1 2TP. (S A E. please)

DEPUTY HEADSHIPS

GRANGE INFANTS SCHOOL
Tuffley, Gloucester GL4 0PH. (164 on roll).

DEPUTY HEAD (Group 4)

Required from January 1988, an experienced and enthusiastic Nursery/Infant Teacher to work an integrated day emphasising a thematic approach. Applicants are invited to visit the school where further details are available.
Application forms from the Head Teacher enclosing S.A.E.

CROFT COUNTY PRIMARY SCHOOL
Churchill Way, Painswick, Glos. (110 on roll)

DEPUTY HEADTEACHER (Group 3)

Required for January 1988.
Application forms and further details from Head Teacher — enclose S.A E.

TEWKESBURY C. OF E. PRIMARY SCHOOL
Chance Street, Tewkesbury, GL20 5RG.

DEPUTY HEAD

Required for January 1988, an enthusiastic class teacher for the Deputy Headship of this Group 5 Primary School. Music and the ability to continue work with the school choir and orchestra would be an advantage.
Please send an S.A.E. to the Head Teacher for an application form.

FIELD COURT C. OF E. INFANTS SCHOOL
Courtfield Road, Quedgeley, Gloucester GL2 6UF.

DEPUTY HEADTEACHER (Group 4)

Required from January 1988. Familiarity of and expertise within a thematic and integrated curricular approach essential.
Please enclose S.A.E. for application form and further details.
Visits to the school welcomed during September.

LINDEN INFANTS SCHOOL
Linden Road, Gloucester GL1 5HU.

DEPUTY HEADTEACHER

Required for 1st January 1988, an enthusiastic, successful class teacher, able to make a positive contribution to the curriculum development throughout the school.
Application forms and further details available from the Head Teacher (enclose S.A.E.).

SPECIAL EDUCATION

SCALE 3(S)

CAM HOUSE SCHOOL
Drake Lane, Cam, Dursley, Glos. GL11 5HD.

QUALIFIED TEACHER

Required 1st January 1988 at this residential/day special school for boys with emotional and behavioural difficulties aged 8-16 years. Postholder to be part of senior management team with responsibilities for monitoring and developing curriculum.
Subject specialism not important. Relevant experience is essential. Position is non-resident but 15 hours extraneous duties are required per week.
Further details and application forms from Head Teacher.

SCALE 1 + SSA

CHAMWELL SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN, AGED 2-16 YEARS.
Longford Lane, Gloucester.

QUALIFIED TEACHER

Required for January 1988, for a small group of young profoundly handicapped children. Experience or training in teaching such children is desirable. The ability to work closely with colleagues from other disabilities is essential.
Please apply to Mrs. E. Fry, Head Teacher, Chamwell School, including a curriculum vitae, the names of two referees and an S.A.E.

Gloucestershire County Council

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

Required for January 1988 HEADS for the following schools:

Gilberdyke County Primary, Gilberdyke, Brough, North Humberside HU15 2SG.
GROUP 5 – 304 on Roll (plus 40 full-time Equivalent Nursery Places). – AGE RANGE 3–11.

Thrunscoe Junior, Parker Street, Cleethorpes, South Humberside DN35 8TJ.
GROUP 4 – 199 on Roll – AGE RANGE 7–11.

Woodmansey CE (VC) Primary, Woodmansey, Beverley, North Humberside HU17 0TH.
GROUP 2 – 65 on Roll – AGE RANGE 5–11.

Worlaby County Primary, Worlaby, Brigg, South Humberside DN20 0NA.
GROUP 2 – 83 on Roll – AGE RANGE 5–11.

Application forms and further particulars from: The Director of Education, HQ Staffing, County Hall, Beverley, North Humberside HU17 9BA (large SEA please). Closing date: 18.9.87.

Humberside County Council
Working towards equal opportunities

PRIMARY HEADSHIPS
continued

BIRMINGHAM
CITY COUNCIL

HAWKESLEY CE/ METHODIST INFANT (NC) SCHOOL
Shannon Road, Hawkesley, Kings Norton, Birmingham B38 9TR

279 on roll including Nursery Class

HEAD TEACHER - Group 4

From the beginning of January 1988, due to the retirement of Mrs June Gross at the end of the Summer Term 1987. This is a two-form entry voluntary aided school for pupils aged 4+/7 years together with a nursery class. The Site is shared with the Junior School, shared Church Centre and team vicar's house and stands within a modern council housing estate.

Preferably a practising church member and certainly sympathetic to the *Christian ethos of the* school. You will be able to demonstrate appropriate primary experience, clear management potential and a good understanding of the needs and aspirations of pupils of varied backgrounds.

Application forms (returnable by 25 September 1987) and further particulars are available from the Chair of Governors, Canon W. B. Norman, The Rectory, Kings Norton, Birmingham B30 3EX.

Closing date: Friday, 25 September 1987.

'The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability'. (17213) 110010

Education

Head Teachers

Qualified teachers are required for the following schools:-

Group 4
BILSTHORPE INFANT AND NURSERY SCHOOL
Crompton Road, Bilsthorpe
Newark, Notts, NG22 8PS.
Roll: 122 plus 40 place nursery

The vacancy is created by the retirement of the previous Head Teacher. This is a re-advertisement and previous applicants will be re-considered. Vacant now, to be filled as soon as possible.

Group 5
KIRKBY IN ASHFIELD JEFFERIES PRIMARY AND NURSERY SCHOOL
Vernon Road,
Kirkby in Ashfield
Nottingham NG17 8EE.
Roll: 305 plus 40 place nursery

The vacancy is *created by the retirement of the* present Head Teacher. Vacant 1 January.

Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 18 September. Please quote ref: S28.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

PRIMARY HEADSHIPS

Applications are invited for the following posts to commence in January, 1988.

BLAENHONDDAN PRIMARY SCHOOL,
Tyn-yr-Heol, Bryncoch, Nr Neath
(Mixed) (172+ Nursery on Roll) (Age Range 3-11)

HEADTEACHER
required for this Group 4 School
(Post Ref: 2:27:87)

EASTERN PRIMARY SCHOOL
Incline Row, Port Talbot, SA13 2BN
(Mixed) (187+ Nursery on Roll) (Age Range 3-11)

HEADTEACHER
required for this Group 4 School
(Post Ref: 3:27:87)

Application forms and further particulars for the above posts are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN.
The closing date for receipt of completed applications is Thursday, 17th September, 1987.
John Beale
Director of Education (80777)

BERKSHIRE
WINNERSH PRIMARY SCHOOL
Greenwood Grove, Winnersh, Wokingham
NOR: 255
Required January 1988 Headteacher, Group 5.
Further details and application forms from The Director of Education (ES/LW), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE please).
Closing date: 25th September 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An equal opportunity employer. (16933) 110010

BRENT
LONDON BOROUGH OF BRENT
HEAD TEACHER Group 6
JOHN KEEBLE C OF E PRIMARY SCHOOL
Harlesdon
Applications are invited for this exciting and challenging opportunity to lead a flourishing school into the next stage of its development. There are 360 children on roll, and the school is over-subscribed. Nearly all have an active church connection. There are excellent relationships with local parishes and with other local churches, and the school has made *considerable progress in recent* years in the field of equal opportunities in learning.
Applicants should be members of the Church of England and committed to running a multi-cultural Christian school; have successful recent experience of leading curriculum development and raising standards in primary schools and a sound understanding of equal opportunities in learning; and be keen to work closely with parents and the local community.
Further information is available from the Chairman of Governors, Fr. E.A. Burton, All Souls Vicarage, 3 Station Road, London NW10 4UG, to whom applications should be returned by 18th September 1987. Interviews will be held on 29th September 1987.
Brent is fundamentally committed to multi-cultural education. (16961) 110010

MEETING INDIVIDUAL NEEDS IN PRIMARY EDUCATION

Applications are invited from suitably qualified and experienced teachers who have wide experience of the primary age range and a sound knowledge of modern primary practice for the following vacancies, available from January 1988.

MATHER STREET COUNTY PRIMARY SCHOOL

HEADTEACHER

The school will be established in January 1988 when the existing Infant and Junior Schools are amalgamated to form one Primary School. An energetic and enthusiastic teacher is sought to lead the new school.
The two schools are presently housed in buildings sharing the same site.

BEEVER COUNTY PRIMARY SCHOOL

HEADTEACHER GROUP 5

The vacancy arises on the retirement of the present Headteacher. The school is housed in attractive, modern buildings with extensive grounds and is located near the centre of the Borough. The school has additional resources through the LEA's Positive Action Scheme. There is a nursery unit within school.

YEW TREE JUNIOR SCHOOL

DEPUTY HEADTEACHER GROUP 6

Applicants should have a wide range of experience of involvement in curriculum development and leadership qualities plus a high commitment to the service. The ability to take initiatives and to support colleagues would be an advantage. A commitment to a skills based curriculum and to meeting the needs of individuals is essential.
The school is situated in a mixed urban area in the Chadderton suburb of the Borough.
Re-advertisement – previous applicants remain under consideration.

PARISH CHURCH JUNIOR SCHOOL

DEPUTY HEAD GROUP 4

The successful candidate should be willing to take and support initiatives in school wide curriculum development.
Communicant member of the Church of England preferred.
The school is a traditionally built, modern 2 form entry Junior school.
For this post only application forms are returnable to, Mrs. M. Armitage, Clerk to the Governors, 131 Broadway, Chadderton, Oldham OL9 0EL.
Re-advertisement – previous applicants remain under consideration.

For all posts, application forms/further details (large sae) from the Director of Education (S/T), Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP and returnable to him by the 18th September (unless otherwise stated)

An Equal Opportunity Employer
Assistance with Local Authority Housing available.

Oldham Metropolitan Borough Education Committee.

LONDON BOROUGH OF HAVERING

HEADTEACHERS

Squirrels Heath Infant's School (Roll 276)
Salisbury Road,
Romford, RM2 5TP

HEADTEACHER GROUP 5

Required for January 1988.
following the retirement of the present Headteacher, Miss J.M. Collard.

Wykeham Infant's School (Roll 255)
Rainsford Way
Hornchurch RM12 4BP

HEADTECHER GROUP 5

Required for January 1988.

Dame Tipping C. of E. J.M. & I. School (Roll 80)
North Road
Havering-atte-Bower
Romford RM4 1PS

HEADTEACHER GROUP 2

Required for January 1988
following the promotion of the present Headteacher, Mr. R.M. Smith to a larger headship within the Authority.

Previous applications will automatically be reconsidered for this post.

For the above three posts application forms and further details are available (sae please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 24th September 1987
Please state clearly to which post you are applying.

Havering 03951

PRIMARY HEADSHIPS
continued

BUCKINGHAMSHIRE
COUNTY COUNCIL
BURFORD COUNTY COMBINED SCHOOL
Marlow Bottom, Marlow SL7 3PQ
APPOINTMENT OF HEADTEACHER
Required for January 1988 a Headteacher for this Group 6 Combined School. Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks.
Closing date 18th September, 1987. (16991) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE HEIGHTS C. FIRST SCHOOL
Grays Lane, Downley, High Wycombe HP13 5TZ
APPOINTMENT OF HEADTEACHER
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks.
Closing date 18th September, 1987. (16990) 110010

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION

HEADTEACHER POST

Langley Fitzurs C.E. (controlled) Primary School, Kington Langley, Nr. Chippenham, SN15 1NN.
Group 2 **N.O.R. 86**

A Head Teacher is required from January 1988 following the appointment of Mr. P. Sowrey to another post within the County. The school is situated in very attractive surroundings a few miles from the M4 motorway. The Governors seek an experienced and enthusiastic teacher, who will develop both their healthy links the school has with the community and also its varied special interests, including sport and music.

Application forms and further details from the Chief Education Officer, (Ref. ST/T/LT) Education Department, County Hall, Bythesea Road, Trowbridge, Wiltshire. The closing date is the 18th September, 1987.

DEPUTY HEADTEACHER POSTS

St Michael's Primary School, Queensway, Melksham, SN12 6LS
Group 6 **N.O.R. 346**

Required from January, 1988, an experienced, effective and hard working Teacher, for the Deputy Head post which arises from the promotion of the present post-holder. Full details and application forms (S.A.E. please), available from the Head Teacher and returnable as soon as possible. The closing date will be 18th September, 1987. Previous applicants will be reconsidered and therefore, need not re-apply.

Laverstock St. Andrews C.E. Aided Primary School 16, Church Road, Laverstock, Salisbury SP1 1QX,
Group 2 **N.O.R. 72**

The Governors of the School seek an experienced, effective and hard-working teacher for the post of Deputy Head Teacher. This post is for January 1988 and has arisen out of the promotion of the Deputy Head to a headship in Wiltshire.

Application form and further details (large SAE please) from and returnable to the Head Teacher by the 17th September 1987.

SCALE 1 POSTS

Warminster Avenue J & I County Primary School, 7, The Avenue, Warminster BA12 9AA
GROUP 5 **N.O.R. 250**

Required for January, 1988, an experienced, enthusiastic Scale 1 + SSA Teacher to teach, and support in mainstream classes, pupils with Statements of Educational Needs. Commitment to and empathy for these pupils are looked for and if possible, additional specialist qualifications. Ability to work closely with another Special Needs Teacher and mainstream colleagues is necessary.

Application form and further details (SAE please) from and returnable to the Head Teacher by the 25th September 1987.

Previous applicants will be re-considered and need not re-apply.

Lea and Garsdon C.E. Controlled Primary School, The Street, Malmesbury, SN16 9PG.
Temporary Scale 1 Teacher. Group 2. **N.O.R. 88**

Wanted as soon as possible to work alongside Head in Double Unit of Juniors. Must appreciate the joys of the investigators and problem solving approach to education.

Application form and further details (SAE please) from and returnable to the Head Teacher at the above address. Closing date 18th September, 1987.

Staverton School, School Lane, Staverton, Nr. Trowbridge, Wilts. BA14 6NZ. (Telephone No: North Trowbridge 782388)
Group 2 **N.O.R. 66**

Full-time teacher required from the 2nd November, 1987 for a class of first and second year juniors. Number on roll 66. Infant training essential, a willingness to develop topic and/or science curriculum throughout the school, music an advantage. Send S.A.E. for application form and further details to Mrs. C.A. Cradock, Staverton School, School Lane, Staverton, Trowbridge. BA14 6NZ. Application forms to be returned by the 11th September, 1987.

SPECIAL EDUCATION

Marlborough St. Luke's School, The Common, Marlborough
Group 5

Required for January 1988 an experienced teacher for a group of up to 10 Junior age children.

Application forms and further details (SAE Please) from and returnable to the headmaster by the 18th September.

AN EQUAL OPPORTUNITY EMPLOYER 03736

BUCKINGHAMSHIRE
MILTON KEYNES AREA HEADSHIPS
ST THOMAS AQUINAS RC COMBINED SCHOOL
St Mary's Avenue, Bletchley, Milton Keynes MK3 5DT
Group 5
Practising Roman Catholic teacher required for the Headship of this well established school.

HAVERSHAM COUNTY FIRST SCHOOL
Haversham, Milton Keynes MK19 7AN
Group 1
This is a pleasant village school with approximately 32 children on roll.

DEPUTY HEADSHIPS
ST MARY MAGDALENE RC COMBINED SCHOOL
Ardwell Lane, Greenleys, Milton Keynes MK12 6AY
Group 6
Practising Roman Catholic teacher required for this developing school.

SPRINGFIELD COUNTY MIDDLE SCHOOL
Springfield Boulevard, Springfield, Milton Keynes MK6 4HW
Group 6
An exciting and challenging opportunity to join a highly committed team.

COLD HARBOUR CE COMBINED SCHOOL
Highland Close, Bletchley, Milton Keynes MK3
Group 5
An exciting opportunity for a teacher wishing to take on a major role in curriculum development across the 5 to 12 age range.

GERMANDER PARK COUNTY FIRST SCOOL
1 Germander Place, Conniburrow, Milton Keynes MK14 7DU
Group 5
Caring, experienced teacher keen to accept a major share in the schools management and organisation.

GREENLEYS COUNTY MIDDLE SCHOOL
Off Marron Lane, Wolverton, Milton Keynes MK12 5DE
Group 5
Experienced teacher committed to Primary ethos.

WELLSMEAD COUNTY MIDDLE SCHOOL
Forfar Drive, Bletchley, Milton Keynes
Group 5
Well qualified experienced teacher for this established Middle School.

PEPPER HILL COUNTY FIRST SCHOOL
Kingsfold, Bradville, Milton Keynes MK13 7BQ
Group 4
Teacher with good organisational and leadership skills required for this established First School.

MOORLAND COUNTY FIRST SCHOOL
Maslin Drive, Beanhill, Milton Keynes MK6 4ND
Group 3
Teacher with a flexible approach and experience of the whole 5 - 8 age range.
All posts are available from January 1988. First Schools cater for the 5 to 8 age range, Middle Schools 8 to 12 and Combined Schools 5 to 12.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, A. Fleck, B.A., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of an A5 stamped addressed envelope.
(03081) 110010

CUMBRIA
ORGILL INFANT SCHOOL
Croadalls Avenue, Egremont, Cumbria CA22 2QL
(County mixed 4 - 7 N.O.R. 160)
HEADSHIP
Required as soon as possible, a committed enthusiastic teacher with relevant qualifications and experience for this Group 3 School.
Application forms and further details available from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (sae please). Closing date 18th September 1987.
(11710) 110010

DORSET
ST. CLEMENT'S AND ST. JOHN'S C.E. FIRST SCHOOL
St. Clement's Road, Bournemouth BH1 4DZ
Required January 1988, Headteacher Group 4.
Applicants should be practising Christians and preferably a communicant member of the Church of England.
Details and application forms from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. Closing date 23rd September 1987.
(03075) 110010

DURHAM
COUNTY COUNCIL
HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the above posts at the following schools:
CHESTER-LE-STREET
NEWKER JUNIOR SCHOOL
Bishop Auckland
Group 4
ACLET CLOSE NURSERY SCHOOL
Group 1
TOW LAW R.C. (AIDED) J. & I. SCHOOL
Group 2
(Applications must be practising Roman Catholics)
Application forms and further details available from the Director of Education, County Hall, Durham DH1 5UJ upon receipt of a foolscap stamped addressed envelope to be returned by Friday 18th September 1987. (12683) 110010

HAMPSHIRE
SOUTH FARNBOROUGH COUNTY JUNIOR SCHOOL
Cunnington Road, Farnborough, Hampshire GU14 6PL
N.O.R. 265
Group 5 School
Required for April 1988.
Applications are invited for the post of Head Teacher.
Closing date 25th September 1987.
Application form and details are available from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire GU14 6SF on receipt of s.a.e.
We pursue a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities. (11687) 110010

HAMPSHIRE
LANGRISH COUNTY PRIMARY SCHOOL
Langrish, Stroud Petersfield, Hants, GU32 3PJ
Headteacher required January or Easter 1988 for this Group 2 school.
Further details and application forms available from Area Education Officer, Southgate House, St. Swithun Street, Winchester of receipt of a foolscap s.a.e. Closing date for receipt of application forms 18th September 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(11686) 110010

HAMPSHIRE
(PORTSMOUTH AREA)
MEON FIRST SCHOOL
(5-8 yrs)
Required January 1987.
HEADTEACHER - GROUP 3
W pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application form and further details available from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (Tel: 0705 815411, Ext. 53).
Closing date 18th September 1987. (11684) 110010

HAMPSHIRE
AMPFIELD C.E. (CONTROLLED) PRIMARY SCHOOL
Ampfield, Romsey, Hants. SO51 9BT
Headteacher required January or Easter 1988 for this Group 1 School. Further details and application forms available from Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolscap stamped addressed envelope. Closing date for receipt of application forms 21st September 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(11671) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST. MARY OF CHARITY C.E. (AIDED) JUNIOR SCHOOL
Orchard Place, Faversham ME13 8AP
285 on roll
HEAD TEACHER - GROUP 5
Applications are invited from suitably qualified and experienced teachers who are regular communicant members of the Church of England, for appointment as Head Teacher from 1st January 1988.
The school is sited in modern premises opened in 1982 and maintains close links with the Parish Church.
Application forms and further details from the Area Education Officer, 78 London Road, Canterbury CT2 8LT (SAE please). (11743) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
MADGINFORD PARK C P SCHOOL
(INFANT DEPARTMENT)
Bearsted, Maidstone, Kent ME15 8LJ
APPOINTMENT OF HEADTEACHER
Group 4
Roll: 158
Headteacher required with effect from January 1988 for this primary school.
Application form and further details from the Mid Kent Area Education Officer, Astley House, Hastings Road, Maidstone, Kent ME15 7SQ (SAE please). Returnable by 25th September 1987.
(11742) 110010

KIRKLEES
METROPOLITAN BOROUGH
DIRECTORATE OF EDUCATIONAL SERVICES
RAVENSTHORPE I & N SCHOOL
North Road, Ravensthorpe, Dewsbury WF13 3AD
Ref: 1049
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 school which caters for the age range 3-7 years. The appointment will date January, 1988.
Application forms and further details (safe please) from the Director of Educational Services (Ref. PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW. Completed forms to be returned to the Headteacher at the school within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.
(12693) 110010

NORTH YORKSHIRE
HELLIFIELD C P SCHOOL
Nr. Skipton)
(Group 2)
HEADSHIPS
Suitably qualified and experienced teacher required.
Application form and further details from County Education Officer, County Hall, Northallerton DL7 8AE. (Sae please). Closing date: 18.9.87.
(11693) 110010

NORTHAMPTONSHIRE
HEAD TEACHERS
We require able and experienced teachers for January 1988 in the following schools:

WELLINGBOROUGH VICTORIA JUNIOR SCHOOL
Gordon Road, Wellingborough, Northants. NN8 1ER
Group 4
Required for this well-established junior school. Number on roll in September 1987 - 165 approx.

KETTERING PARK INFANT SCHOOL
Park Avenue, Kettering, Northants. NN16 9RU
Group 4
Required for this well-established infant school in Kettering. Number on roll in September - approx. 200.

KETTERING ST. THOMAS MORE R.C. PRIMARY SCHOOL
Northampton Road, Kettering, Northants. NN15 7JZ
Group 4
Required for this established Catholic primary school in Kettering. Number on roll in September - approx. 210.

POLEBROOK C.E. PRIMARY SCHOOL
Polebrook, Peterborough PE8 5LN
Group 2
Required for this Church of England controlled primary school within a village setting. Expected number on roll in September - approx. 65.

MILTON PAROCHIAL PRIMARY SCHOOL
Milton, Northampton NN7 3AT
Group 2
Required for this Church of England controlled primary school. The village of Milton is close to the southern perimeter of Northampton and 2 miles from the M1 motorway. Number on roll at present - 81.
For all the above posts details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. Closing date: 18 September 1987. (30309) 110010

OXFORDSHIRE
COUNTY COUNCIL
BURFORD CP SCHOOL
Required for January 1988 a Headteacher for this Group 3 Primary School with 127 on Roll.
Application forms and further details available from the Chief Education Officer, (Ref. JC), Macclesfield House, New Road, Oxford OX1 1NA.
An Equal Opportunity Employer. (19657) 110010

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ST. AUGUSTINE'S C.E. (AIDED) PRIMARY SCHOOL
Bolton Road, Pendlebury, Swinton M27 2UX
Required as soon as possible.
HEADTEACHER GROUP 4.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. Closing date: 18th September, 1987.
(17215) 110010

SOMERSET
COUNTY COUNCIL
For various Primary Headships please see under the Somerset County Council's composite advertisement on Page 60.
(12671) 110010

STAFFORDSHIRE
HOLY TRINITY C.E. (C) PRIMARY SCHOOL
Wetmore Road, Burton-on-Trent, Staffs. DE14 1SN
Required for January, 1988, HEADTEACHER (Group 3).
Applications are invited from suitably qualified and experienced teachers for the Headship of this primary school which has 20 full time equivalent place nursery class.
Application forms and further details are obtainable from and returnable to: The Chief Education Officer, Teachers Staffing Section, County Education Offices, Tipping Street, Stafford ST16 2DH.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL
(30308) 110010

WARWICKSHIRE
WOTTON WAWEN C.E. JUNIOR AND INFANT SCHOOL
Pound Field, Alcester Road, Wootton Wawen, Solihull B95 6AY
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (65 on roll) with effect from 1st January 1988.
Application form and further details may be obtained from the County Education Officer (ref. SCH/JT), to whom completed forms should be returned by 18th September, 1987.
Warwickshire is an equal opportunities employer.
(12688) 110010

WARWICKSHIRE
BRAILES C.E. JUNIOR AND INFANT SCHOOL
Brailes, Banbury, Oxfordshire OX15 5AP
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (98 on roll) with effect from 1st January 1988.
Application form and further details may be obtained from the County Education Officer (ref. SCH/JT), to whom completed forms should be returned by 18th September, 1987.
Warwickshire is an equal opportunities employer.
(12689) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
MANOR JUNIOR SCHOOL
(From 1st September 1988 Manor Community Primary School)
6th Avenue, Ford Estate, Birkenhead L43 9YB
Required for 1st January 1988.
HEAD TEACHER GROUP 4 + SPS.
For Manor Junior School.
The successful candidate will be appointed to the post of Head Teacher (Group 5 + SPS + Community Use Allowance) of the Manor Community Primary School with effect from 1st September 1988. In September 1988 the Manor Infant & Junior Schools will amalgamate forming the Manor Community Primary School.

GAYTON PRIMARY SCHOOL
Gayton Road, Heswall, Wirral L60 8PZ
Required for 1st January 1988.
HEAD TEACHER fo this GROUP 4 School.
(5-11 age range).
Application forms and further *particulars are available* from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH (S.A.E. please) to whom completed forms should be returned no later than 18th September, 1987.

LADYMOUNT R.C. AIDED PRIMARY SCHOOL
Portal Road, Pensby, Wirral L61 5YD
Required for 1st January 1988.
HEAD TEACHER GROUP 4.
Application forms and further details available upon receipt of S.A.E. from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH. Completed forms should be returned to the Chairman of Governors Rev. J. Fraser, Our Lady & St. John's Presbytery, Boundary Lane, Heswall, Wirral L60 5RP, no later than 18th September, 1987.
(12622) 110010

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE)
REDLANDS PRIMARY SCHOOL
Lydford Road, Reading
Tel: (Reading 62666)
N.O.R. 217
Required of January 1988, Deputy Head Group 4.
Applicants should have sound classroom experience and have the ability to play a leading role both in curriculum development and the management of this multi-racial school. A commitment to an integrated approach to learning, together with co-operative teaching is essential. The school has strong parental support and involvement.
Application forms and further particulars obtainable from the Headteacher - Mrs M.R. Martyn-Johns.
Closing date 25th September 1987.
Berkshire has a scheme of reimbursement for lodging and removal expenses.
An Equal Opportunity Employer. (11694) 110010

PRIMARY DEPUTY HEADSHIPS

continued

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
CARTERTON FIRST SCHOOL
Imperial Road, Windsor
N.O.R. 197
Required January 1988, a suitably qualified DEPUTY HEADTEACHER (group 4). Applicants should be experienced teachers and possess an energetic and imaginative approach to take responsibility for curriculum development together with excellent classroom practice.
Application forms and further details from the Headteacher (Windsor 861347).
Closing date 28th September 1987.
Berkshire has a scheme of reimbursement of lodging expenses.
An Equal Opportunity Employer. (17000) 110012

BIRMINGHAM
CITY COUNCIL

DEANERY C.E. FIRST SCHOOL
Lea Hollins Road,
Walmley, Sutton Coldfield
B76 8RD

DEPUTY HEADTEACHER

From 1st January 1988. You should preferably be a communicant member of the Church of England.

Further particulars are available from the Headteacher. Tel: 021-351 6613. Closing date: 18th September 1987.

"The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability". (17207) 110012

BROMLEY

MILD MAY PRIMARY SCHOOL
Grovelands Road, St. Pauls Cray, Orpington, Kent BR5 3RP
Tel: 01-300 6161
DEPUTY HEADTEACHER (GROUP 4)
We seek a suitably qualified, experienced and enthusiastic teacher for this post, tenable from January 1988.
You should be prepared to develop a major area of curriculum as well as being involved in overall curriculum development.
The post will provide the opportunity to develop management and administrative skills within the Primary age range.
Visits welcomed.
Applications and further details available from the Headteacher. (Large SAE).
Completed forms should be returned to Town Hall, Tweedy Road, Bromley, Kent BR1 3UH. Closing date: September 15th. (03090) 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
EQUAL OPPORTUNITY EMPLOYER
BEACONSFIELD/CHILTERN AREA
Alma George V Road,
Amersham
CHALFONT ST. PETER COUNTY FIRST SCHOOL
Lovel End, Chalfont St. Peter
SL9 8PB
Headteacher: Mrs C. Dawson
(Group 2)
Applications are welcomed from enthusiastic and experienced teachers with wide experience throughout the first school age range. Candidates will be expected to take a significant part in management and curriculum development. The post is unexpectedly vacant with effect from 1st January 1988 due to the promotion of the present Deputy Headteacher.
Housing and relocation expenses are available to a maximum of £7000 together with assistance with a mortgage on approved cases.
Application form and further details available from the Education Officer, Council Offices, King George V Road, Amersham.
Closing Date for receipt of application forms: 25 September 1987. (16993) 110012

BOLTON

METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
ST. TERESA R.C. PRIMARY SCHOOL
Rolcar Road, Little Lever.
DEPUTY HEAD TEACHER - GROUP 4
Required from 1st January 1988. Applications are invited from committed Roman Catholics with appropriate qualifications and experience.
Further details available.
Application forms available from the Director of Education and Arts, P.O. Box 53, Paderborn Higher Centre, Bolton BL1 1JW to be returned to Father M. Corrie, St. Teresa Presbytery, 44 Rolcar Road, Little Lever, Bolton by 16 September 1987. (30426) 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
EQUAL OPPORTUNITY EMPLOYER
BEACONSFIELD/CHILTERN AREA
Alma George V Road,
Amersham
ELANGENI COUNTY MIDDLE SCHOOL
Woodside Avenue, Amersham HP6 6BG
Headteacher: Miss J. Leahy
(Group 3)
Applications are welcomed from suitably experienced candidates for the vacancy of Deputy Head with effect from January 1988. Housing and Relocation expenses up to a maximum of £7000 are available, together with assistance with mortgages in approved cases.
Application form and further details available from the Education Officer, Beaconsfield/Chiltern Area, Council Offices, King George V Road, Amersham. HP6 5EY.
Closing Date for receipt of application: 25 September 1987. (16999) 110012

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

CLEVELAND

COUNTY COUNCIL
BEAUTY CAREW C.E. (AIDED) PRIMARY SCHOOL
Church Street, Seaton Carew, Hartlepool, Cleveland TS25 1BZ
Tel: Hartlepool 266214
DEPUTY HEAD TEACHER (GROUP 4)
Required for January 1988, an enthusiastic experienced teacher to play a major role in staff and curriculum development with special emphasis on Christian and preferably communicant members of the Church of England.
Application forms and further details obtainable from and returnable to the Headteacher at the school by 18th September 1987. Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees. Material assistance with household removal expenses may be available in approved cases. (030711) 110012

CUMBRIA

CROFTLANDS INFANT SCHOOL
Oakwood Drive, Ulverston, Cumbria LA12 8JU
(County Infant 4 - 7 N.O.R. 195)
DEPUTY HEADSHIP
Required for January 1988, a suitably qualified and experienced teacher for this post. You will share in the management of the school and in a staff development programme. Particular strengths in music and computer studies would be an advantage.
Previous applicants need not re-apply.
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (sae please). Closing date 18th September 1987. (117151) 110012

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

CHRIST CHURCH C OF E MIDDLE SCHOOL
Fletcher Road, Bousley Rise, Ottershaw, Chertsey KT16 0JY
Estimated NOR January 1988 is 226)

Deputy Headteacher required from January 1988 for this Group 4 School for pupils aged 8-12 years.
Salary scale: £12,126-£13,500 plus £309 London Allowance (Fringe Area).

PRIOR HEATH COUNTY FIRST SCHOOL
Prior Road, Camberley GU16 1DA
(Estimated NOR January 1988 is 202)

Deputy Headteacher required from January 1988 for this Group 4 School for pupils aged 5-8 years.
Salary scale: £12,126-£13,500 plus £309 London Allowance (Fringe Area).

WESTFIELD COUNTY FIRST SCHOOL
Westfield Road, Westfield, Woking GU22 9NG
(Estimated NOR January 1988 is 128)

Deputy Headteacher required from January 1988 for this Group 3 School for pupils aged 5-8 years.
Salary scale: £11,328-£12,957 plus £309 London Allowance (Fringe Area).

SECOND MASTERS /MISTRESSES

RAVENSCOTE COUNTY MIDDLE SCHOOL
Old Bisley Road, Camberley, GU16 5RE (NOR 662)
Required for January 1988, Second Master/Mistress for this Group 7 School which caters for pupils aged 8-12 years.
Salary Scale: £14,337-£15,063

Application forms and further details for all posts from the North West Area Education Office, 'Lismore', 9 Heathside Road, Woking, Surrey GU22 7SU (SAE please).
Closing date: 18 September 1987
(8378)

LONDON BOROUGH OF HAVERING
Whybridge Infants' School (Roll 242)
Ford Lane
Rainham, RM13 7AH
Telephone: Rainham 51712
Headteacher: Miss E.M. Neun

Required for January 1988

DEPUTY HEADTEACHER
GROUP 4

following the promotion of the present postholder.

An experienced and enthusiastic able infant teacher is required to join a committed, competent team and to take a lead in several curriculum areas. Familiarity with ITA would be an advantage but is not essential.

Havering

Application forms and further details are available (sae please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.

Closing date: 24th September 1987.
03982

WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT

PRIMARY DEPUTY HEADSHIP

Applications are invited for the following post to commence in January, 1988.

CWMGLAS PRIMARY SCHOOL,
Colwyn Avenue, Winch Wen, Swansea (Mixed) (360 on Roll) (Age range 4-11)

DEPUTY HEADTEACHER
required for this Group 5 School (Post Ref: 4:27:87)
Applications are invited for the following post are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN.

The closing date for receipt of completed applications is Thursday, 17th September, 1987.

John Beale
Director of Education
(60780)

LONDON BOROUGH OF CROYDON
Education Committee

Castle Hill Infants' School, Dunley Drive, New Addington, Croydon, CR0 0RJ. Telephone Lodge Hill 42002.

Deputy Headship

Applications are invited from enthusiastic and flexible teachers with wide experience throughout the infant age range. The appointed person will be expected to take a significant part in management and curriculum development.

Applicants should enclose a statement of their educational philosophy, and their approach to the development of children's language.

Please telephone the Headteacher, Mrs J W Fleet, to arrange a visit.

Salary: Deputy Head Group 4 plus London Weighting
Tenable January 1988

Closing date for applications: 22nd September 1987
03728

CROYDON EDUCATION

LONDON BOROUGH OF CROYDON
Education Committee

Wolsey Junior School,
King Henry's Drive
New Addington, Croydon CR0 0PA
Telephone: 0689 43103

Deputy Head

An experienced teacher with energy and enthusiasm and the ability to work in and lead a team of teachers. Experienced in learning through direct experience required. Initial class of 2nd Juniors.

Salary: Group V

Tenable: 1st January 1988

Please apply to the Head Teacher

Closing date: 25th September 1987
03730

CROYDON EDUCATION

LONDON BOROUGH OF CROYDON
Education Committee

Parish Church Junior Mixed School, Warrington Road, Croydon, CR0 4BH. Telephone 01-688 5764.

Deputy Head Teacher

Applications are invited from experienced and enthusiastic Teachers for the post of Deputy Head Teacher in this C of E (Controlled) School.

The successful candidate will have a major role in curriculum development and be committed to children learning through direct experience. Please stated individual interests. Visits welcomed.

Salary: Deputy Head Teacher Group 4 plus London Weighting

Closing date for applications: 22nd September 1987
03729

CROYDON EDUCATION

PRIMARY DEPUTY HEADSHIPS

continued

HAMPSHIRE

KINGS COPSE COUNTY PRIMARY SCHOOL
Kings Copse Road, Hedge End, Southampton SO3 4PO
Deputy Headteacher required for this Group 4 school. S.A.E. to Headteacher for further details and application forms.
Closing date 25th September 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. 110012

HERTFORDSHIRE

WATCHLYTES JMI SCHOOL
Panshanger, Welwyn Garden City
Tel: 335030
Head Mrs O Lovelock
No. on Roll: January 1988: 235 + Nursery
Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP of this Group 3 School with effect from January, 1988.
Fringe Allowance of £309 p.a. payable.
Generous removal expenses, including mortgage subsidy, in appropriate cases.
Application form and further details from the Divisional Education Officer, The Woodside Centre, The Crescent, Welwyn Garden City AL7 4RZ. (Enclose sae please).
Closing date 25 September 1987. (16958) 110012

HERTFORDSHIRE

WHEATCROFT J.M.I. SCHOOL
Stanstead Road, Hertford SG13 7HG
DEPUTY HEAD (Group 3)
Required January 1988.
Applications are invited from suitably qualified and experienced teachers who will be creative and flexible approach to their work.
Application forms and further information from the Divisional Education Officer, South Hoddesdon Offices, Hertford, SG13 8SQ. (Tel: 0992 465853). The County operates a generous recruitment incentive scheme. (03047) 110012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
WHITFIELD ASH COUNTY JUNIOR SCHOOL
Oxford Street, Whitstable CT5 1DH
DEPUTY HEAD TEACHER
Required from this Group 6 school for January 1988. Please ask for curriculum interests.
Further details and application forms from the Area Education Officer, 78 Bonnett Road, Canterbury, Kent CT1 3LT to whom they should be returned (sae p.a.e.p. please). (11741) 110012

KIRKLEES
METROPOLITAN COUNCIL

DIRECTOR OF SERVICE OF EDUCATIONAL SERVICES

Applications are invited from suitably experienced teachers for the Deputy Headships at the following schools.

The appointments will date from 1 January, 1988.

SHAW CROSS I & N SCHOOL
Leeds Road, Shaw Cross, Dewsbury WF12 7HF

Ref: 1043

Group 4 Age range - 5-7 years

EASTBOROUGH J I & N SCHOOL
Rockley Street, Dewsbury, W. Yorks. WF13 1NS

Ref: 1041

Group 4 Age range 3-11 years

HIGHBURTON CE (C) FIRST SCHOOL
Northfield Lane, Off Moor Lane, Kirkburton, Huddersfield

Ref: 1875

Group 4 Age range 5-10 year

Previous applicants will be automatically considered.

Application forms and further details (sae please) from the Director of Education, Leisure Services, (Ref: PT). Oldgate House, 2 Oldgate, Huddersfield HD1 6QW. Completed forms to be returned to the Headteacher of the school within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy. Full details of which will be supplied to all applicants. (05545) 110012

LANCASHIRE

COUNTY COUNCIL
CHURCH OF ENGLAND ST. AIDANS R.C. PRIMARY SCHOOL
Brendreth Drive, Parbold, Lancashire WN8 7EG
(Group 3)
Required for January 1988 DEPUTY HEADTEACHER.
Practising Catholic essential.
For application forms and further particulars please send SAE to the District Education Officer, Education Offices, Crossby Buildings, Ormskirk L39 2BY, quoting Ref: 1/1/1.
Forms to be returned to the Chairman of Governors, Our Lady and St. Aidans Catholic Primary School, Parbold, Lancashire WN8 7EG. Closing date: 18th September, 1987. (30431) 110012

MERTON

LONDON BOROUGH OF MERTON
Merton is an Equal Opportunities Employer. All applications will be considered on their merits
BENEDICT PRIMARY SCHOOL
Church Road, Mitcham, Surrey CR4 3BE
Tel: 648 4726
Head Teacher: Mrs. E.M. Paul
No. on Roll: 318 (mixed)
DEPUTY HEAD TEACHER (GROUP 4)
Required from 1st January 1988. An enthusiastic and suitably qualified teacher for the post of Deputy Head Teacher at this 3-9 expanding Primary School.
Closing date: 25th September 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. 110012

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
PRIMARY C.E. SCHOOL
Required for 1st January 1988 a Deputy Headteacher for this Group 2 School. Some expertise in Drama or Computer Development desirable. (Ref: 429).
Application forms are available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 25th September 1987.
The County Council pursues a policy of equality of opportunity. (03086) 110012

ESSEX

THORPEDENE INFANT SCHOOL
Hailsham Road,
Heybridge, Tel. Southend 582283.
DEPUTY HEADTEACHER
GROUP 4
Due to promotion to Headship, applications are invited from suitably qualified and enthusiastic teachers for this post from January 1988. Please state particular interests and abilities. Visits welcomed.
Further details and application forms from, and returnable to, South East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea, Essex. (Telephone foolscap s.a.e.
Closing date: 18th September 1987.

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. CLEMENT'S (ASHERTON) C.E. (CONTROLLED) PRIMARY SCHOOL
West Park Street, Salford M5 3NJ
Required for January 1988
DEPUTY HEADTEACHER GROUP 3 + R.P.A. (160 on roll)
A suitably qualified and experienced teacher who should be able to offer a significant contribution to the continued development of this Inner City Primary School.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT.
Closing date: 18 September, 1987. (17216) 110012

SHROPSHIRE

LEEGOMERY COUNTY JUNIOR SCHOOL
Leegomery, Telford TF1 4UI

Tel: Telford 5105

Required for January 1988. Permanent fulltime Deputy Head Group 5 Teacher. An enthusiastic and dedicated person to replace the present Deputy Head after his promotion to Headship.

Application forms and details from the Head (Large SAE required). (30481) 110012

STOCKPORT

Required from 1st January 1988
DEPUTY HEADTEACHER
Group 4 Ref: 3193
BRUNTWOOD PRIMARY SCHOOL
Bruntwood Road, Cheadle Heulme, Cheadle, Cheshire SK8 5DB
Tel: 061-485 5101
A suitably qualified and experienced teacher required. Please state curricular interests.
Application forms available from The Director of Education, Town Hall, Stockport SK1 3XE (061-480 4949, Ext. 3813) and returnable to the Headteacher, at the school quoting reference by 18th September 1987.
Stockport is An Equal Opportunities Employer. 110012

SOMERSET

COUNTY COUNCIL
For various Primary Deputy Headships please see the Somerset County Council's composite advertisement on page No. 1126(5) 110012

STOCKPORT

Required from 1st January 1988
DEPUTY HEADTEACHER
Group 4 Ref: 3192
HURSTHEAD INFANT SCHOOL
Kirkstead Road, Cheadle Hulme, Cheadle, Stockport SK8 7PZ
Tel: 061-439 2238
A suitably qualified and experienced teacher of infants required. Candidates should state their philosophy of Primary Education and their curricular interests.
Application forms available from the Director of Education, Town Hall, Stockport SK1 3XE (061-480 4949, Ext. 3813) and returnable to the Headteacher at the school, quoting reference, by 18th September 1987.
Stockport is An Equal Opportunities Employer. (30324) 110012

STOCKPORT

Required from 1st January 1988
DEPUTY HEADTEACHER
Group 4 Ref: 3186
LANGHILL PRIMARY SCHOOL
Hastings Road, Edgeley, Stockport SK3 9TH
Tel: 061-480 6585
A suitably qualified and experienced teacher required. Please state curricular interest.
Application forms available from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE (061-480 4949, Ext. 3813) quoting reference by 18th September 1987.
Stockport is An Equal Opportunities Employer. (30536) 110012

SURREY

EDUCATION COMMITTEE
KING EDWARD COUNTY FIRST AND MIDDLE SCHOOL
Kingswood Road, Dorking RH4 3DF
Tel: Dorking 883373
Est. NOR January 1988 164
DEPUTY HEADTEACHER
Required from January 1988 for this Group 4 Voluntary Controlled (Foundation) First and Middle School for pupils aged 5-13 years.
Salary Scale £13,000 p.a.
Application forms and further details from South East Area Education Office, 193 Blackborough Road, Reigate RH2 7DD. Tel: Redhill 774166, Ext. 4416. Closing date: 18th September 1987. (11730) 110012

SURREY

EDUCATION COMMITTEE
BURSTOW COUNTY FIRST & MIDDLE SCHOOL
Whyteleafe Lane, Smallfield, Horley RH6 9PT
Tel: Smallfield 3010
Est. NOR January 1988 277
DEPUTY HEADTEACHER
Required from January 1988 for this Group 5 County First & Middle School for pupils aged 5-13 years.
Salary scale £15,375 p.a.
Application forms and further details from the South East Area Education Office, 193 Blackborough Road, Reigate RH2 7DD. Tel: Redhill 774166, Ext. 4416. Closing Date 18th September 1987. (11731) 110012

WILTSHIRE

MOUNTFORD MANOR JUNIOR SCHOOL
Bothwell Road, Swindon SN5 5FZ

Head Teacher: Mr. S.W. Hannath

DEPUTY HEAD TEACHER

Group 4 + N.O.R. 161

Due to the promotion of the present postholder to the Headship of another primary school in the County of Wiltshire, we have arisen for the above post for 1st January 1988. The person sought must be a suitably qualified and able to support the Head Teacher with the development of the curriculum through a topic work approach. Candidates should specify their own curriculum strengths and interests.

Application forms and further details (S.A.E. please) available from the Head Teacher at the school. Completed application forms to be returned to the Head Teacher no later than 25th September 1987.

Wiltshire is an equal opportunity employer. (15003) 110012

WILTSHIRE

Please see main advertisements on Page 40. (30445) 110012

WEST SUSSEX

SECOND TEACHER
GEORGE PRINGLE SCHOOL
Worthing
(Deputy Head Group 7B Scale)
SECOND TEACHER required January 1988. To be responsible for running a large Primary department in this 2-tier 9-13 school. Appropriate qualifications required. Preliminary visits welcomed.
Further details and application form from Mr. W. Verling, George Pringle School, Palmtree Road, Worthing, West Sussex BN13 6JP. (s.a.e. please). (11649) 110012

Heads of Department

WEST SUSSEX

YEAR GROUP LEADER
DURRINGTON COUNTY MIDDLE SCHOOL
(475 children, 8-12 years)
Scale 3 Year Group Leader required for January 1988. An experienced and enthusiastic teacher who is able to work with and give a lead to a team developing a thematic approach to the curriculum.
Further details and application forms are available from the Headteacher, Durrington County Middle School, Salvington Road, Worthing. West Sussex BN13 2JD on receipt of s.a.e. (11680) 110012

WEST SUSSEX

SECOND TEACHER
GEORGE PRINGLE SCHOOL
Worthing
(Deputy Head Group 7B Scale)
SECOND TEACHER required January 1988. To be responsible for running a large Primary department in this 2-tier 9-13 school. Appropriate qualifications required. Preliminary visits welcomed.
Further details and application form from Mr. W. Verling, George Pringle School, Palmtree Road, Worthing, West Sussex BN13 6JP. (s.a.e. please). (11649) 110012

HARROW
EDUCATION COMMITTEE

GLEBE FIRST & MIDDLE SCHOOL
D'Arcy Gardens, Kenton, Harrow, Middlesex

Tel: 01-204 6564

GLEBE FIRST & MIDDLE SCHOOL LANGUAGE UNIT

Required from January 1988, a teacher of the Bengali language unit attached to this multicultural first and middle school. A Scale 3(5) Post is available for a suitably qualified and experienced candidate. The Unit caters for up to eight First School Pupils (aged 5-8 years) with speech and communication disorders. Groups links exist with mainstream classes and it is hoped that the person appointed would continue closing full C.V. and the names and addresses of two referees, plus stamped addressed envelope, closing date Friday, 18th September, 1987. (12623) 110020

Outer London Allowance Payable.

Application forms from and to be returned to Mrs J. Morris, Headteacher, by 18th September 1987.

Please enclose stamped addressed envelope.

NORTH YORKSHIRE

SUPPORT TEACHER
Required January 1988.
Please see our ad. in Special Education.
(11698) 110020

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BROOKHURST PRIMARY SCHOOL
Brookhurst Road,
Bromborough, Wirral L63 0EH
Is available for a suitably qualified and experienced candidate. The Unit caters for up to eight First School Pupils (aged 5-8 years) with speech and communication disorders. Strong links exist with mainstream classes and it is hoped that the person appointed would continue to develop this. The unit has a full-time Welfare Assistant.

Please apply stating interests and experience.

Scale 1 Posts

ST. HELENS

METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
TEACHER OF TOP INFANTS CLASS
Scale 1
Required for Knowsley Road, County Primary School, (Group 4, 186 pupils on roll). To commence as soon as possible. Closing date 11th September 1987.
For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside, WA10 1HP or Tel: Bentley Corcoran on St. Helens 26126 ext. 261. Closing date for applications 18th September, 1987. (11732) 110020

SURREY

EDUCATION COMMITTEE
BINSCOMBE COUNTY MIDDLE SCHOOL
Green Lane, Peasmarsh, Guildford, Surrey GU7 3TB
MATHEMATICS CO-ORDINATOR
Main Scale plus incentive allowance B (£1,008)
(Formerly Scale 3
Required for January 1988.
Further details available from the Headteacher, Mrs. Marsey, Scale, WA10 1HP or Tel: Bentley Corcoran on St. Helens 26126 ext. 261. Closing date for applications 18th September, 1987. (11732) 110020

Scale 2 Posts and above

BUCKINGHAMSHIRE

ELANGENI COUNTY MIDDLE SCHOOL
Mill End Road, High Wycombe, Bucks. HP12 4SA
Headteacher: Mr. A. Thompson
N.O.R. 370
SANDS LEADING DIFFICULTIES DEPARTMENT
BASED IN SANDS COUNTY MIDDLE SCHOOL
Required for January 1988, a scale 4 teacher to teach pupils of at least average ability with specific learning difficulties. The successful applicant will have several years successful mainstream experience and preferably a special needs qualification. He will be able to teach co-operatively in mainstream classes and to support/advise mainstream teachers.
Application forms and further details from the Headteacher (s.a.e. please). Closing date 25th September 1987. (16977) 110020

CAMBRIDGESHIRE

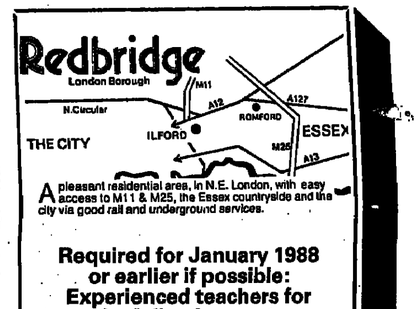
(An Equal Opportunity Employer)
LITTLEPORT AND MORDEN C OF E COMMUNITY PRIMARY SCHOOL
3 Hay Street, Steeple Morden, Royston, Herts. SG8 0TD
Required from January (teacher on main professional grade). An enthusiastic, flexible, infant teacher required to give a positive lead in the development of Early Years Education. An ability to cover Music an advantage.
Application forms and further details from the Headteacher (s.a.e. please). (30338) 110020

CUMBRIA

GRYLLSIDE PRIMARY SCHOOL
Gillingsate, Kendal LA9 4JB
County Mixed & I.
N.O.R. 250 + 50 P.T. Nursery Children
Required for January 1988 or earlier if possible, a Teacher (initially for 1st and 2nd year Junior class) preferable with a curriculum specialism in MUSIC. Salary paid on main scale.
Applications are invited from well-qualified teachers who believe that the necessary experience BOTH to teach Lower Junior age children effectively across the whole curriculum AND to take particular responsibility for the CO-ORDINATION OF MUSIC throughout the school. Instrumental and choral ability would be an advantage, although candidates with other curriculum strengths will be considered.
Application forms and further details from the Director of Education, Parkland Square, Carlisle CA1 1PU (sae please). Closing date 18th September 1987. (11711) 110020

CUMBRIA

AMBLESIDE AREA E.S.O.
CO-ORDINATOR
TEACHER CO-ORDINATOR
Required January 1988: to work with four schools in the Ambleside Area (Primary Sector). The appointment is for five terms. Cumbrian teaching would be necessary to the post. You will need to be flexible and versatile to match the needs of the schools. Particular expertise is sought in the Expressive Arts. Candidates should be able to take a lead in stimulating developments in at least two of the following areas:-
Music; Drama; Movement/Dance; Art and Craft.
Salary will be paid on Main Scale.
Application forms and further details from the Director, Education and Cultural Services, Parkland Square, Carlisle, CA1 1PU (sae please). Closing date 25th September 1987. (11705) 110020



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Required for January 1988 or earlier if possible: Experienced teachers for the following posts (responsibility for curriculum development):

GEARIES JUNIOR SCHOOL:
Gants Hill Crescent, Ilford, Essex IG2 6TU
HEAD: Miss W. Alderton
Tel: 01-550 4765
Scale 3

GOODMAYES PRIMARY SCHOOL:
Alfrthrie Road, Goodmayes, Ilford, Essex IG3 9RW
HEAD: Mr A. Darrant, B.A.,
Tel: 01-590 5810
Scale 3

PARKHILL JUNIOR SCHOOL:
Lord Avenue, Clayhall, Ilford, Essex IG5 0DB
HEAD: Mrs J Truslove
Tel: 01-550 5253
Scale 3

SNARESBROOK PRIMARY SCHOOL:
Meadow Walk, London E18 2EN
HEAD: Mr P. Grice
Tel: 01-989 9975
Scale 2

HIGHLAND'S INFANT'S SCHOOL:
Lennox Gardens, Ilford, Essex IG1 3LF
HEAD: Mrs D. Lloyd
Tel: 01-554 0045
Scale 2

ST BEDE'S R.C., PRIMARY SCHOOL:
Canon Avenue, Chadwell Heath, Romford, Essex RM6 6RR
HEAD: Sister Mary Peter Breen
Tel: 01-590 1376
Scale 2

Application forms and further details are obtainable on request from the Headteacher, to whom completed forms should be returned by 14 September 1987.
(05823)

PRIMARY EDUCATION
continued

AVON COUNTY
GLEBE INFANTS SCHOOL
Coalpit Heath, Nr. Bristol BS17 2HP
Required from 1st January 1988, a teacher to take a reception class in this open plan village school. Willingness to take responsibility for Music essential.
Letters of application to the Headteacher, by 21st September 1987, giving full c.v. and names of two referees (enclosing s.a.e.).
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (03035) 110022

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
CLAYCOTS MIDDLE SCHOOL
Marlesfield Way, Slough
Tel: Slough 31215
NOR: 270
Required for September or as soon as possible a Scale 1 Class Teacher to teach 1 to 5 year olds. Interest or experience in Primary Education essential.
Further details and application form from the Headmaster. No closing date.
An Equal Opportunity Employer. (16931) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
STONE C.E. COMBINED SCHOOL
Stone, Aylesbury, Bucks. HP17 8PB
Headteacher: T. Bullock
Roll: 240 pupils
Main Scale
Required January 1988, Middle School Teacher with responsibility for boys' games. Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (16984) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
BEDGROVE COUNTY MIDDLE SCHOOL
Ingram Avenue, Aylesbury, Bucks. HP21 9DN
Headteacher: D.S.G. Fiske, B.Ed.
Roll: 303 pupils
Main scale
Required January 1988, well qualified and enthusiastic class teacher, capable of demonstrating good primary practice.
Willingness to be responsible for P.E. and Boys' Games also.
Please state other interests.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (16985) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
WATLING WAY COUNTY MIDDLE SCHOOL
Galley Hill, Stony Stratford, Milton Keynes MK11 1PA
Headteacher: Mr. R. Titcomb
Required as soon as possible, an experienced teacher until August 1988 to cover a secondment to the Supply Pool; to take a 4th year class. Main scale post (currently Scale 1).
French, Music or Boys Games would be an advantage but not essential.
Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. A visit to the school would be welcome. (16973) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
NEWLANDS COUNTY FIRST SCHOOL
Ardwell Lane, Greenleys, Milton Keynes MK12 6AT
Headteacher: Mrs C. Law
Required as soon as possible, a teacher of 7 to 8 year old children. This is a temporary post which will terminate in August, 1988. Main Scale post (currently Scale 1).
Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees.
Closing date: 18th September 1987. (16971) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
CHEDDINGTON COUNTY COMBINED SCHOOL
High Street, Cheddington, Leighton Buzzard, Beds.
Headteacher: D.J. Wills, Dip. Ed.
Roll: 200
Required JANUARY 1988.
(i) Teacher, Main Scale, with an interest in P.E. and Games including school teams, initially teaching responsibility to work in a co-operative unit for 7 classes with 7 years olds.
(ii) Teacher, Main Scale, responsible for the co-ordination of Early years Education and to work with another teacher as a co-operative unit of two classes serving the 4 and 5 year olds. A further interest in Language/Communication, Mathematics, Music and/or Drama.
(iii) Teacher, Main Scale, to work with another teacher in a co-operative unit of two classes, serving the 5 and 6 year olds. An interest in one or more of the following curriculum would be welcome: Language/Communication, Mathematics, Music and/or Drama.
Applicants for the posts with a further interest in the use and development of computers in primary education would be welcome.
Application form and further details of the above mentioned posts (re-advertisement) to be returned to, (s.a.e.) the Headteacher at the school. (16985) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
KNOWLES COUNTY FIRST SCHOOL
Queensway, Bletchley, Milton Keynes MK3 2HB
Headteacher: Miss S. Knight
Required from January 1988, a teacher to join the staff of this well established First School. Main scale post (currently scale 1).
An interest and/or experience in using a computer across the school curriculum an advantage but not essential.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (16970) 110022

CAMBRIDGESHIRE
(An Equal Opportunity Employer)
SCHOLAR COUNTY INFANTS' SCHOOL
Pratt Street, Soham, Ely, Cambs. CB7 5BH
Required for January, Assistant Teacher, Scale 1, for class of 5/6 year olds. An interest in problem-solving and investigative approach to Science would be an advantage, but not essential. This post would be suitable for a probationary teacher.
Application forms and further details from the Headteacher (s.a.e. please). Closing date 25th September, 1987. (303331) 110022

DORSET
COUNTY COUNCIL
ST. AUGUSTINE'S RC (AIDED) PRIMARY SCHOOL
Hardy Avenue, Weymouth
Re-advertisement
TEACHER (Scale 1)
Required from January for class of Middle Infants.
Candidates should be practising Catholics. Interest in Language Development and Reading an advantage.
Previous applicants will be reconsidered automatically.
Application forms, returnable by 19 September, from the Head Teacher (foolscap s.a.e.). (30151) 110022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MELTHAM C.E. (C) J & I SCHOOL
Holmfirth Road, Meltham, Huddersfield HD7 3DA
Ref: 1037
Required as soon as possible a teacher for a class of top infants initially.
Ability to take an interest in music throughout the school would be an advantage but not essential.
Salary will be paid in accordance with the Teachers Pay and Conditions Act, 1987 on the main scale.
RAWTHORPE CE (C) I & N SCHOOL
Rawthorpe Lane, Rawthorpe, Huddersfield HD5 9NT
Ref: 1039
Required as soon as possible a temporary teacher with good infant practise to work alongside class teachers as a support for children with special educational needs.
The post is temporary until the end of the Academic Year. Salary will be paid in accordance with the Teachers Pay and Conditions Act on the main scale.
Application forms and further details (s.a.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 9 Oldgate, Huddersfield HD1 6QW. Completed forms to be returned to the Headteacher at the school within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (16700) 110022

DORSET
COUNTY COUNCIL
ST. KATHARINES C.E. PRIMARY SCHOOL
Thornbury Road, Southbourne, Bournemouth BH6 4HU
Required January 1988, enthusiastic teacher of Juniors to take responsibility for boys' games (Main Scale). Church of England communicant preferred.
Further details and application form from the Headteacher on receipt of s.a.e. Closing date 18th September 1987. (03075) 110022

NORTH YORKSHIRE
The following posts are required from January, 1988
KNARESBOROUGH, ST. MARY'S RC SCHOOL
Waterside Road, Knaresborough HG5 9BG
Teacher for Juniors with an interest in boys games, ability to organise for development of the curriculum, science and use of computer advantageous. Practising Catholic preferred.
Application form from address below and returnable by the Headteacher by 18.9.87.
HARROGATE, GROVE ROAD C P SCHOOL
Imaginative, enthusiastic and adaptable teacher to work initially with a first year junior class, with emphasis on working in the environment and prepared to play a full part in school life, promoting positive health education of children.
HARROGATE, HOOKSTONE CHASE C P SCHOOL
Enthusiastic junior teacher to take music throughout the infant school. Please state curricular interests.
HARROGATE, WEDDERBURN C P SCHOOL
RIPON, GREYSTONE C P SCHOOL
RIPLEY ENDOWED SCHOOL
Nr. Harrogate
Above three schools require infant teachers.
NB. All appointments will be made at the appropriate level of the main school.
Application forms (see plates) from the Area Education Officer, 50 Grove Road, Harrogate HG1 5EH, returnable by 18.9.87. (11692) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFAIR CAEREINION C. IN W. (AIDED) SCHOOL
Required for 1st January, 1988, an Assistant Teacher for Infants. Scale 1. Applicants should preferably be communicant members of the Church in Wales or the Church of England. (Ref: 426).
Application forms are available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 25th September 1987.
The County Council pursues a policy of equality of opportunity. (03088) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANWDDYN C. P. SCHOOL
Required for 1st January, 1988, an Infant or Junior Teacher/Warden. Scale 1. Wardens Allowance is currently £1,294 p.a. Welsh essential (Ref: 425).
Application forms are available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 25th September 1987.
The County Council pursues a policy of equality of opportunity. (03088) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANGATTFRAID C. IN W. (AIDED) SCHOOL
Required for 1st January, 1988, an Assistant Teacher for Infants. Scale 1. Applicants should preferably be communicant members of the Church in Wales or the Church of England. (Ref: 426).
Application forms are available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 25th September 1987.
The County Council pursues a policy of equality of opportunity. (03088) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDYSSILIO C. P. SCHOOL
Required for January, 1988, an Assistant Teacher, Scale 1, for class of 7/8 year olds. An interest in Science and the use of computer advantageous. Welsh desirable. Practising Catholic preferred.
Application form from address below and returnable by the Headteacher by 18.9.87.
HARROGATE, GROVE ROAD C P SCHOOL
Imaginative, enthusiastic and adaptable teacher to work initially with a first year junior class, with emphasis on working in the environment and prepared to play a full part in school life, promoting positive health education of children.
HARROGATE, HOOKSTONE CHASE C P SCHOOL
Enthusiastic junior teacher to take music throughout the infant school. Please state curricular interests.
HARROGATE, WEDDERBURN C P SCHOOL
RIPON, GREYSTONE C P SCHOOL
RIPLEY ENDOWED SCHOOL
Nr. Harrogate
Above three schools require infant teachers.
NB. All appointments will be made at the appropriate level of the main school.
Application forms (see plates) from the Area Education Officer, 50 Grove Road, Harrogate HG1 5EH, returnable by 18.9.87. (11692) 110022

SURREY
EDUCATION COMMITTEE
ST MARY'S C OF E MIDDLE SCHOOL
Elikham Road, Oxted RH8 0NP
Tel: Oxted 2817
Required for January 1988, main scale (£7,899-£13,896) teacher, An interest in networking school library an advantage.
Application form and further details from the Headteacher. (11728) 110022

SURREY
EDUCATION COMMITTEE
TYCHBROOK COUNTY FIRST SCHOOL
Pilgrims Way, Caterham, Surrey CR3 5QH
Required from November 1st 1987, a teacher (main grade) for class of children aged 5/6-7/8.
Application form (SAE please) from Headteacher. Closing date for applications 18th September, 1987. (11734) 110022

WEST SUSSEX
ASSISTANT TEACHER
DURRINGTON COUNTY MIDDLE SCHOOL
(475 children, 8-13 years)
Assistant teacher for Music for January 1988. Excellent opportunity for an experienced and enthusiastic teacher with ability to co-ordinate orchestral, choral and instrumental work throughout this large middle school which has specialist facilities for music.
Further details and application forms are available from the Headteacher, Durrington County Middle School, Salisbury Road, Worthing, West Sussex BN13 3JD on receipt of s.a.e. (11678) 110022

WEST SUSSEX
TEACHER SCALE 1(B)
COLWOOD & LANCHWOOD HOSPITALS' SCHOOL
Haywards Heath
Required January 1988 for the primary age range at this special school.
Application forms, further information and arrangements to visit from the Headmaster, Colwood & Lanchwood Hospitals' School, Hurstwood Lane, Haywards Heath, West Sussex RH17 7SH (s.a.e. please) (10444 Haywards Heath 450427). (11678) 110022

WEST SUSSEX
ASSISTANT TEACHER
WEST DURRINGTON COUNTY FIRST SCHOOL
Walnut Tree Way, West Durrington, Worthing, West Sussex
Required October 1987, a lively and enthusiastic teacher committed to learning through first-hand experience. Probationers and experienced teachers welcome to apply for this post in a new semi-open plan school.
Application forms and further details from Area Education Officer, 18 Mill Road, Worthing, West Sussex BN11 4HG. (11668) 110022

WILTSHIRE
Please see main advertisement (30444) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDYSSILIO C. IN W. (AIDED) SCHOOL
Required for January, 1988, an Assistant Teacher, Scale 1, for class of 7/8 year olds. An interest in Science and the use of computer advantageous. Welsh desirable. Practising Catholic preferred.
Application form from address below and returnable by the Headteacher by 18.9.87.
HARROGATE, GROVE ROAD C P SCHOOL
Imaginative, enthusiastic and adaptable teacher to work initially with a first year junior class, with emphasis on working in the environment and prepared to play a full part in school life, promoting positive health education of children.
HARROGATE, HOOKSTONE CHASE C P SCHOOL
Enthusiastic junior teacher to take music throughout the infant school. Please state curricular interests.
HARROGATE, WEDDERBURN C P SCHOOL
RIPON, GREYSTONE C P SCHOOL
RIPLEY ENDOWED SCHOOL
Nr. Harrogate
Above three schools require infant teachers.
NB. All appointments will be made at the appropriate level of the main school.
Application forms (see plates) from the Area Education Officer, 50 Grove Road, Harrogate HG1 5EH, returnable by 18.9.87. (11692) 110022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDYSSILIO C. IN W. (AIDED) SCHOOL
Required for 1st January, 1988, an Assistant Teacher for Infants. Scale 1. Applicants should preferably be communicant members of the Church in Wales or the Church of England. (Ref: 426).
Application forms are available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 25th September 1987.
The County Council pursues a policy of equality of opportunity. (03088) 110022

Middle School Education

Deputy Headships
Second Masters/ Mistresses

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
WYMONDHAM ROBERT KETT C MIDDLE SCHOOL
Hewitts Lane, Wymondham NR18 0LS
DEPUTY HEAD Group 5
Required from 1st January 1988.
Forms and details from and returned to Central Area Education Office, First Floor, County Hall, Martineau Lane, Norwich NR1 2DP. Closing date 23rd September 1987. Please. (11651) 120012

WARWICKSHIRE
ST. JOSEPH'S R.C. MIDDLE SCHOOL
Riversley Park, Coton Road, Nuneaton CV11 5TY
Due to the promotion of the present incumbent, a vacancy arises on the 1st January 1988, for a Deputy Headteacher (Group 5), to teach a class in the science and pastoral responsibility for the organisation and development of the curriculum. Please state particular curricular interests.
Applicants must be experienced teachers, practising Catholics, be committed to the community life of the school, and should hold the Catholic Teachers Religious Certificate. The applicants must also give the name of their Parish Priest as one of the referees.
Application form obtainable from the Clerk to the Governors at the school. Completed forms should be returned to the Chairman of the Governors, c/o the school, not later than 1st October, 1987. The successful candidate will be required to accept the Catholic Education Council's Contract of Employment.
Warwickshire is an equal opportunities employer. (12684) 130018

By Subject Classification

Craft, Design & Technology
Scale 1 Posts

NORTHUMBERLAND
COUNTY COUNCIL
TEACHER SCALE 1 C.D.T.
Required a.s.a.p. during the maternity leave of the post holder, a teacher of Craft, Design and Technology to teach in a middle school in the south east of the county.
This will be a county appointment on one year temporary contract. At this time applicants to the teaching profession would be most welcome, particularly if they have a design based background, an integrated approach towards technology and a knowledge of basic electronics would be advantageous.
Application forms (obtainable by forwarding a foolscap s.a.e. to the Director of Education, County Hall, Morpeth NE61 2EF) to whom completed forms should be returned within fourteen days of the appearance of this advertisement. This is a re-advertisement, previous applicants will be considered. Therefore, need not re-apply. (11704) 132122

Music
Scale 1 Posts

HAMPSHIRE
BITTERNE MIDDLE SCHOOL
Brownlow Avenue, Bitterne, Southampton SO2 7JX
(C.E. Controlled/8-12 years)
Required January teacher of Scale 1 experience/teacher of quality able to take responsibility for Music.
SAE TO HEAD FOR FURTHER DETAILS.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Closing date and arrangements for visits (30444) 110022

CENTRE FOR EXCELLENCE

New Head in 1988
Southern Home Counties

This unusual and challenging residential headship is open equally to men and women with experience and gifts as organisers and participative leaders of a residential community — either of a house or whole school.

Directly supported by the DES as a special school, this small centre with a high pupil/teacher ratio enjoys a true international reputation in the field of excellence on which it is focussed. Along with developing their special potential in this direction, the pupils (mixed 10-18) study a good range of academic subjects to GCSE and A levels prior to furthering their studies in the UK, mainland Europe or the USA.

The new head will be a sound, practical manager and administrator as well as a gifted leader for such a community of staff and pupils in ways that also encourage the youngsters to develop their broader potential as people.

You are invited to send your initial response in strict confidence to Colin Lawrence, whose role is to act as a resource both to the appointing Governors and those making first stage enquiries at

LAWRENCE CONSULTING SERVICES
112 Riverview London SW13 9RA

HERTFORDSHIRE
Hitchin School/Bowes Lyon High School
Hitchin
Herts
Required for January 1988
HEAD DESIGNATE
(Group 10) for this new co-educational comprehensive school to be established in September 1988 from the amalgamation of the two above co-educational comprehensive schools.
In September 1988 there are expected to be 660 pupils on roll including 100 in the sixth form.
Hitchin Boys' School
Grammar School Walk
Hitchin
Herts SG6 1JB
Required for January 1988
HEADTEACHER
(Group 10) for this single sex comprehensive school. In September 1987 there are expected to be 910 pupils on roll including 150 in the sixth form.
The Authority provides a generous relocation scheme.
Further details of these two posts and application forms are available from the Divisional Education Officer, County Council Offices, Grammar School Walk, Hitchin, Herts SG6 1JN. (s.a.e. please) Closing date Wednesday, 30th September 1987. (8370)

Hertfordshire County Council
An Equal Opportunity Employer

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

MIDDLE SCHOOL EDUCATION
continued

Science
Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
LONGFIELD MIDDLE SCHOOL
Dukes Avenue, North Harrow, Middx. HA2 7NZ
Tel: 01-866 7331
For January 1988, or earlier. A Science Coordinator with a Biological emphasis. Some animals kept in school and a small environmental area recently established. Currently a Burnham Scale II Post. 'Longfield' has a pleasant suburban setting and none of the staff smoke.
Outer London Allowance payable.
Application forms from and to be returned to the school by September 14th 1987.
Please enclose stamped addressed envelope. (12660) 134620

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATTEYFORD MIDDLE SCHOOL
Nab Lane, Mirfield, W. Yorks. WF14 9QH
Ref: 1031
Required as soon as possible two teachers for the following posts in this 9-13 middle school:-
Post A. To teach general science in the 10-13 age range. This post is temporary for one year to cover for a member of staff on secondment.
Post B. Teacher with primary/middle school training to teach in the 10/11 age group. Ability to assist with Art or Physical Education an advantage.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (sefe please) from the Director of Educational Services (Ref. PT), Oldgate House, 9 Oldgate, Huddersfield HD1 6QW. Completed forms to be returned to the Headteacher at the school within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (16694) 134622

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ARCHBISHOP OF TENISON'S SCHOOL
CROYDON
Appointment of
Head
The Governors invite applications for the Headship of this 11-18 Church of England voluntary aided mixed school – Group IX – with a sixth form of 160, which becomes vacant from January 1988.
Applicants should be communicant members of the Church of England.
For details and application form write to the Clerk to the Governors, Archbishop Tenison's School, Selborne Road, Croydon CR0 5JQ. 5917

CROYDON EDUCATION

City of Salford
Education Department
IRLAM HIGH SCHOOL
MacDonald Road, Irlam, Manchester, M30 5LH
(11-16 Mixed Comprehensive – 1050 on roll)
HEAD TEACHER GROUP 11
required for 1st January, 1988.
(Re-advertisement – previous applicants will be considered without a further application.)
Applications are invited from qualified and experienced teachers for the above post. Applications from women teachers will be particularly welcome.
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford, M3 5LT to whom completed applications should be returned by 18 September 1987. (50714)

Other than by Subject Classification
Scale 1 Posts

WARWICKSHIRE
NEWDIGATE MIDDLE SCHOOL
Anderton Road, Bedworth, Nuneaton CV12 9HJ
Required January 1988, an enthusiastic, well-organised teacher who strongly believes in the first-hand experience approach to teaching in this 8-12 middle school. A post is available if able to offer an expertise in computers and have an interest in P.E. and games. The successful applicant will also be responsible for boys' pastoral care.
Application form and further details available from the Headteacher.
Warwickshire is an equal opportunities employer. (12665) 125622

Secondary Education
Headships

HAMPSHIRE
(EASTLEIGH AREA)
KING RICHARD SCHOOL
11-16 Comp. Mixed 580 on roll
Required (Group 8), to teach a class in the science and pastoral responsibility for the organisation and development of the curriculum. Please state particular curricular interests.
Applicants must be experienced teachers, practising Catholics, be committed to the community life of the school, and should hold the Catholic Teachers Religious Certificate. The applicants must also give the name of their Parish Priest as one of the referees.
Application form obtainable from the Clerk to the Governors at the school. Completed forms should be returned to the Chairman of the Governors, c/o the school, not later than 1st October, 1987. The successful candidate will be required to accept the Catholic Education Council's Contract of Employment.
Warwickshire is an equal opportunities employer. (12684) 130018

KENT
COUNTY COUNCIL
EDUCATION SERVICE
EAST KENT AREA
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury CT1 1EU
A Bi-lateral Secondary School of 1,200 pupils (Group IX)
Applications are invited for the post of Head Teacher at this school from 1st January, 1988.
Further details and application forms from the Area Education Officer, 75 London Road, Canterbury CT2 8LY (SAE please).
Closing date 2nd October 1987. (11744) 150010

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
POPE JOHN PAUL II ROMAN CATHOLIC HIGH SCHOOL
Salford
HEADTEACHER
Burnham Group VIII
Applications are invited from suitably qualified and experienced teachers for the post of headteacher from January 1988 or as soon as possible thereafter of Pope John Paul II Roman Catholic Voluntary Aided High School, an all ability school for boys and girls aged 11-16.
Applicants should be committed Roman Catholics.
The school currently has 453 children on roll.
Please send stamped addressed envelope for application forms and further particulars to the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT (Tel: 832 8751), completed application forms should be returned to the Chairman of Governors, Very Rev. Dean L. Houlihan, St. Sebastian's Presbytery, Gerald Road, Salford M6 6DL. The closing date for completed application forms is 13th September 1987 at 12 n. (12651) 130010

Diocese of Portsmouth:
Hampshire County Council
ST GEORGE R.C. (AIDED) SCHOOL
Leaside Way, Southampton SO2 3DQ
HEADTEACHER
Group 8 N.O.R. 517
Required for January 1988 a suitably qualified, experienced and practising Catholic for the post of Headteacher at this 11-16 Boys' Comprehensive.
Application forms and further details may be obtained from: Canon G. P. Dwyer, Chairman of Governors, The Presbytery, St Edmund's, Rockstone Place, The Avenue, Southampton SO9 4TF, and be returned by September 25th. (03950)

SOCIALISM AT WORK
Tameside Metropolitan Borough
EDUCATION DEPARTMENT
DROYLSDEN COUNTY HIGH SCHOOL
HEAD TEACHER (Group 10)
Applications are invited from graduate teachers with senior management experience in Comprehensive schools for the headship of this successful 11 to 16 high school for girls.
Application forms and job descriptions are available form and returnable to:– Director of Education, Tameside MBC, Staffing Division, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Closing date for the receipt of completed forms is Monday, 21st September 1987.
AN EQUAL OPPORTUNITY EMPLOYER

HERTFORDSHIRE COUNTY COUNCIL
St. George's School
Carlton Road, Harpenden, AL5 4TD
APPOINTMENT OF HEADTEACHER
The Governors invite applications for this Voluntary Aided School. St. George's is an all ability co-educational school which admits four forms of entry of day pupils and one form of entry of boarding pupils. It is a Christian Foundation with its own Chapel.
The school is in Group 10 for salary purposes but an additional allowance for boarding school responsibilities gives the post a salary equivalent of Group 12.
It is hoped the successful applicant (boarding experience, whilst not essential, would be an advantage) will be able to take up the appointment on 1st January 1988. The Head is required to live in the official residence provided.
Application forms and further details can be obtained from Allan Morris, Clerk to the Governors at the school, telephone Harpenden (058-27) 2161. CLOSING DATE 30th SEPTEMBER 1987. (03729)

WILTSHIRE
SOUTH WILTS COUNTY GRAMMAR SCHOOL FOR GIRLS
STRATFORD ROAD, SALISBURY SP1 3JJ
Group 10 N.O.R. 651
190 in Sixth Form
Required for January 1988, a Head Teacher for this well established Girls Grammar School. The vacancy arises on the retirement of Miss V. Matthews B.A., at the end of the Autumn Term 1987.
South Wilts Grammar School is located in pleasant residential surroundings but within easy reach of the centre of Salisbury. It provides for girls of grammar school ability living in East Salisbury and a wide rural area.
Application form and further details (S.A.E. please) from the Chief Education Officer (Ref: ST/T/PMB), Education Department, County Hall, Trowbridge, BA14 8JB. Closing date for application is 23rd September, 1987. Interviews will be held in mid October.
AN EQUAL OPPORTUNITY EMPLOYER (60736)

WHITLEY FIRST SCHOOL,
Whitley Lane, Bradford BD8 9HZ
Group 5 SPA
TEACHER required as soon as possible for this busy multi-cultural First School. You must be enthusiastic and capable of working well within the terms of the Bradford First School Policy Document. Ability to speak an Asian language would be desirable but not essential. You should be prepared to teach any age group within the First School range. Main professional Grade. Ref. ET/9868?/TES
Application forms for the above posts may be obtained from the Divisional Personnel Office, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher at the school concerned by 18th September 1987.

LIDGET GREEN MIDDLE SCHOOL,
Cemetery Road, Bradford BD7 2PY
MAIN PROFESSIONAL GRADE TEACHER OF DRAMA, DANCE, PHYSICAL EDUCATION AND GAMES required for January 1988 (or earlier if available). Some general subjects teaching will also be required. You should state your particular interests. The school is a 9 to 13 multi-ethnic inner city Middle School. You are invited to visit the school by appointment with the Headteacher. Ref. ET/9868?/TES
Application forms and further details may be obtained from the Headteacher (S.A.E. please), at the school (telephone Bradford
We are an equal opportunities employer and welcome applications from candidates irrespective of age, sex, race or disability who meet the job requirements.
City of Bradford Metropolitan Council

Metro Rochdale
EDUCATION DEPARTMENT
TEACHER
ST PETER'S R.C. PRIMARY SCHOOL
(4-11 years)
Kirkway, Middleton M24 1FL
(Tel: 061-643 3946)
Required for January 1988 an enthusiastic, committed Roman Catholic Teacher to work initially with the Reception Class.
Applicants should be willing to contribute fully to the general life and activities of the school.
This is a re-advertisement and previous applicants will automatically be reconsidered.
Application forms and further details available on receipt of a SAE from the Correspondent Governor at the school to whom they should be returned by 16th September 1987. (50763)
AN EQUAL OPPORTUNITY EMPLOYER

HEADTEACHER
HOLY CROSS R.C. INTERMEDIATE SCHOOL
Shipley Road, Ifield, Crawley, Sussex
Group 6
Applications are invited for the post of HEADTEACHER at the above school for pupils aged 9-13 years.
It is intended to make an appointment for January, 1988. A practising Catholic is required.
The School has 16 classrooms and specialist accommodation for Science, Art and Craft and Home Economics. The school is well situated and has some three acres of playing field.
Application and further details are available from the Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex (s.a.e. please). (50762)
west sussex

SECONDARY HEADSHIPS
continued

WARWICKSHIRE

EXHALL SCHOOL
Ash Green Lane, Exhall, Coventry CV7 9AH

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 10 school (852 on roll) with effect from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer (ref: SCH/JT) to whom completed forms should be returned by 18th September, 1987.

Warwickshire is an equal opportunities employer. (12687) 130010

WEST SUSSEX

DAVISON C.E. HIGH SCHOOL FOR GIRLS
Worthing
HEADTEACHER
(Group 9: Age range 12-16; Roll 725)

HEADTEACHER required January 1989, on the retirement of the present post holder. For this Church of England (Controlled) Secondary Comprehensive School for Girls.

Further details and application form obtainable from the Area Education Officer, 15 Mill Road, Worthing, West Sussex BN11 4NH (a.s.a.e. please).

Closing date: 25th September, 1987. (11677) 130010

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

HEADTEACHER

DAVISON C.E. HIGH SCHOOL FOR GIRLS, WORTHING

(Group 9: Age range 12-16; Roll 725)

Required January 1988, on the retirement of the present post holder, for this Church of England (Controlled) Secondary Comprehensive School for Girls.

Application form and further details available from the Area Education Officer, 15 Mill Road, Worthing, West Sussex, BN11 4NH (safe please)

Closing date: 25th September, 1987. (60761)

west sussex

Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER

PEERS SCHOOL, OXFORD

Required for January 1988, if possible, a **HEADTEACHER**, for this group 11, 13-18 Comprehensive School.

Application forms and further details available from the Chief Education Officer (Ref: SA), Macclesfield House, New Road, Oxford OX1 1NA, to be returned within two weeks of the appearance of this advertisement. (60788)

SURREY COUNTY COUNCIL

TOMLINSCOTE SCHOOL,
Alphington Avenue,
Frimley, Surrey, GU16 5LY.

NOR: 1158 inc 183 in Sixth Form

HEADTEACHER

required from Spring Term 1988 for this Group II 12-18 Mixed Comprehensive School.

Salary £26,001 p.a. to £

Application form and further details available from: County Education Officer (TP/MVB), County Hall, Kingston upon Thames, KT1 2DJ (s.a.e. please)

Closing date: 18 September 1987.

Deputy Headships
Second Masters/ Mistresses

AVON COUNTY

CHIPPING SODBURY SCHOOL
Bowling Road, Chipping Sodbury, Bristol BS17 6EW
Mixed 11-18 Comprehensive, Roll 1127-100 + in Sixth Form
Required from 1st January 1988, Deputy Head to join the senior management team of this Group II School. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please telephone: Chipping Sodbury (0454) 316194. Letters of application to the Headteacher, at the above address by 25th September 1987 giving full c.v. and names of two referees (including H.o.d.).

Avon is an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (03056) 130012

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
FURZEDLATT COMPREHENSIVE SCHOOL
Furzedlatt Road, Maidenhead SL6 N.O.R: 942
Required January 1988, DEPUTY HEADTEACHER (group 11) in this well-established age 11-18 co-educational comprehensive school.

Please apply with S.A.E. to the Headteacher for application form and further details.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An equal Opportunity Employer. (16898) 130012

BEXLEY

LONDON BOROUGH
RE-ADVERTISEMENT
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
Group 12
DEPUTY HEAD TEACHER
Required for 1st January 1988. The post affords an exceptional opportunity to contribute to the further development of a securely established school which has an outstanding academic and extra-curricular record. Provision of temporary housing accommodation may be available. There is a generous allowance for removal expenses; the School's proximity to the motorway network allows a wide choice of location and property.

Application forms and further details available from Chief Education Officer for Schools (T.S.), Town Hall, Crayford, Kent DA1 4BR. Closing date for applications 21st September 1987. (11736) 130012

CUMBRIA

THRONCLIFFE SCHOOL
Thorncliffe Road, Barrow-in-Furness LA14 5QR
(County Mixed 11-16 Comp. NOR 842)
DEPUTY HEAD GROUP II
Required from January 1988, an experienced and well qualified teacher to join the management team of this developing school. You should have proven management skills. It is important that you have an appreciation of the needs of the whole school, for it is intended to review the responsibilities of the three deputy heads from time to time. Initial responsibility will be for staff development and financial resources.

Application forms and further details from and returnable to the Head by 18 September 1987. (11719) 130012

EAST SUSSEX

CARDINAL NEWMAN R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed 11 - 18 Roll: 1,600
From January 1988 or Easter: Deputy Head (Group 13). The holder of this post has been promoted to a Group 14 Headship. He is the fourth Deputy Head from the school to become a Head in recent years.

Relocation grants in approved cases.

Can *applicants* please write to the Head, Mr. T. Feely for details and application form. The Governors expect to appoint a practising Catholic to this post. (11717) 130012

EAST SUSSEX

HEATHFIELD SCHOOL
Cade Street, Heathfield TN21 8NX
Comprehensive mixed: 11 - 18. Roll: 1000
From January: Deputy Head Teacher (Group 11). Applications are invited from suitably experienced and qualified teachers for the post of Deputy Head Teacher which carries pastoral, academic and administrative responsibilities. This is an outstanding opportunity for a teacher to make his/her mark as a Deputy Head Teacher in a successful and developing school.

Relocation grants in approved cases.

Application forms (sae please) from the Head

ESSEX

GRAYS CONVENT HIGH SCHOOL
College Avenue, Grays RM17 5UX
Tel: 0375 376173
(Roll 600) Girls 11-16
DEPUTY HEAD
Applicants must be well-qualified, experienced Roman Catholic Teachers, (there will be a teaching commitment and the successful candidate will be expected to share in the management of the school).

Application forms and further details can be obtained from the Chairman of Governors at the School to whom they should be returned by 14th September 1987. Removal and relocation expenses of c £4,000 available for those who qualify. (03050) 130012

HAMPSHIRE

OAKLANDS COMMUNITY SCHOOL
Fairisle Road, Southampton SO3 5BW
Required January Deputy Head Group 13 (Re-advertisement) English or Humanity (B.Ed. preferred) with experience of curriculum innovation, negotiated learning, mixed ability resource based methods and staff development. Previous applicants still being considered. SAE TO HEAD FOR FURTHER DETAILS. We pursue a policy of equality of opportunity.

Applications particularly welcome from people with disabilities. Closing date for completed applications 18th September. (11675) 130012

HAMPSHIRE

DEPUTY HEAD
GROUP 10
Required for Testbourne Community School, Whitchurch, Hants. January 1988. N.O.R. 990.

This is an 11-17 rural community comprehensive school. The successful candidate will over a period of time cover the full range of managerial duties in the School.

Application forms and further details are available from the Headteacher (S.A.E.).

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (11720) 130012

NOTTINGHAMSHIRE

COUNTY COUNCIL
CUMBERLANDS MIDDLE SCHOOL
Towngate Drive, Mansfield, Notts. NG19 6JN
Mixed: 346 (8-13)
DEPUTY HEAD TEACHER (Group 6)
An enthusiastic and suitably experienced teacher is required for January. The successful candidate should have experience in leading a team of teachers in a successful initiative or development. Good administrative skills and the ability to work co-operatively and supportively in a senior management position are both essential. Middle school experience preferred.

Application forms and further details are available (s.a.e.) from the Head Teacher at the School. An Equal Opportunity Employer. (17909) 130012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moorefield Road, Salford M7 0GB
Tel: 792 1748/2578
11-16 Mixed Comprehensive School - 930 on Roll
DEPUTY HEAD TEACHER - GROUP 9
Required for January 1988.

Applications are invited from qualified and experienced teachers for the above post.

Please send a stamped addressed envelope for application form and further details to the Head Teacher at the school to whom completed applications should be returned by September 1987. (12632) 130012

SOMERSET

COUNTY COUNCIL
HUISH EPISCOPI SCHOOL
Langport
Deputy Head - Group 11
For further details please see under the Somerset County Council's composite advertisement on Page 60. (12670) 130012

SOMERSET

COUNTY COUNCIL
THE BLAKE SCHOOL
Bridgwater
DEPUTY HEAD
Group 10
For further details please see under the Somerset County Council's composite advertisement on Page 60.

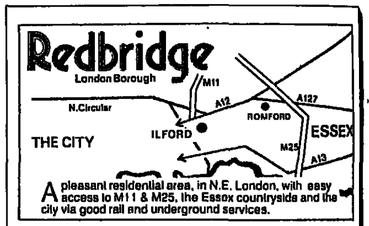
Remedial and Special Needs Teaching Posts
Heads of Department

NEWPORT

MEDINA HIGH SCHOOL
Fairlee Road, Newport IW PO30 2DX
Age range 13-18 years, 1184 on roll
Group 12
Required for January 1988 HEAD OF SPECIAL NEEDS (Scale 4). Applications are invited from suitably qualified and experienced teachers for this important post. As this is a new appointment there is much potential for the development of this important work with special educational needs throughout the whole school, and the post will offer a challenge to the successful applicant who will work in co-operation with the INSET Co-ordinator to institute a programme of staff development.

A Scheme of Relocation Expenses is operative.

Application forms and further details are available from the Headmaster (SAE please) to whom completed forms should be returned by 18th September 1987. 131018



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Deputy Headships

Required from January 1988, two Deputy Heads for the following 11-18 co-educational 6 f.e. comprehensive schools in the Borough.

The posts provide excellent opportunities for innovative, enthusiastic and ambitious teachers to play a key role in the management of change at these schools at an exciting phase in their development and to assume major responsibility for the organisation, implementation and evaluation of the curriculum.

If you have a strong, demonstrable commitment to curriculum development, a broad overall view of current trends across the subject of disciplines and proven management skills, please write to or phone the Headteachers below for applications forms, further details of these posts and the Redbridge brochure. (Closing date for return of forms: 25th September 1987).

*Removal and relocation expenses (up to £3,850) are payable in approved cases.

Second Deputy Head

CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex. RM6 4RS.
Tel: 01-599 2600/6283
*Headteacher: Mrs. D. Watkins

First Deputy Head

HAINAULT HIGH SCHOOL
Harbourer Road, Hainault, Ilford, Essex. IG6 3TN.
Tel: 01-500 4266/4742
*Headteacher: Mr. J.I. Westbury

50808

THE CITY TECHNOLOGY COLLEGE KINGSHURST, BIRMINGHAM

Applications are invited for the following posts at this new, all-ability, co-educational secondary school for pupils 11-18, due to open in September 1988:

1) Deputy Principal (Group 11) with responsibility for Curriculum Co-ordination

2) Deputy Principal (Group 11) with responsibility for Educational Technology and Resources.

Appointments are from 1st January 1988.
Application forms and further details are available from R H Tufft, Project Executive at the address below to whom completed applications should be returned no later than 25 September 1987.
The City Technology College, PO Box 1017, Cooks Lane, Kingshurst, Birmingham B37 6NZ.

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford, Essex IG1 2UT

Tel: 553 2424/3838

Headteacher: M. J. Barrow, B.D.

Required for: January 1988:

HEAD OF SPECIAL NEEDS DEPARTMENT

Loxford is a purpose-built, co-educational, 11-18 comprehensive school; a suitably qualified and experienced teacher is sought for his key role in taking responsibility for the supports of special needs and to lead a team of 6 teachers.

The school is adopting a policy of full curricular support for pupils with special educational needs and consultation should have the enthusiasm, commitment and vision to guide this successful curriculum (and provide support for other members of the teaching staff) through this process of innovation.

The post is on Scale 4 (from January 1988, main professional grade plus Allowance D (£3,000).

Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned by 23rd September 1987.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). 131018

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ASHBURTON HIGH SCHOOL (M)
Shirley Road, Croydon CR9 7AL

Tel: 01-656 9292/5

HEAD OF ART

The successful candidate will be an enthusiastic and experienced teacher with the ability to take a leading role in the development of this department, within this 11 to 16, Group 11 High School.

Salary Scale 3 (Main Grade plus incentive allowance B1.

Tenable: January, 1988.

Please telephone the school for further details.

Closing date: 23rd September 1987. 131218
(16887)

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford, Essex IG1 2UT

Tel: 553 2424/3838

Headteacher: Mr. J. Barrow, B.D.

Required for January 1988:

HEAD OF COMPUTER STUDIES

Well-qualified and experienced teacher of Computer Studies to lead a well-equipped department. (The post is on Scale 3 from January 1988, main professional grade plus Allowance B £1,002).

This is a co-educational, 11-18, comprehensive school, and will be taking part in a new and exciting sixth form venture from September 1987.

Interested applicants should telephone the Headteacher at the school in the first instance for further details.

Applications as soon as possible to be sent with full C.V. together with the names, address and telephone numbers of 2 professional referees.

Removal and relocation expenses (up to £3,850) are payable in approved cases.

London Weighting (£795). (30133) 132018

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex IG8 7DH

Tel: 504 9618

Headteacher: Mrs. K. Hughes, B.A.

Required for January 1988:

HEAD OF INFORMATION TECHNOLOGY SCALE 4

(Professional Grade plus Allowance D £3,000)

This is an exciting new post in a school already committed to the use of Information Technology across the curriculum. Applications are invited from experienced Heads of Departments of either Computer Studies or Science/Education to develop and co-ordinate the range of Information Technology activities within the school.

There is a 15-station BBC network and a Business Education area equipped with microcomputers. In addition, 10 BBC computers are used to support cross-curriculum work. There is a well-established Secretarial Studies course in the Sixth Form, a technician has recently been appointed.

We are looking for someone with marked qualities of leadership who can join a *Computer/Business Studies* Department and carry the overall responsibility for a facility of Information Technology.

Forms and further information may be obtained from the Headteacher, to whom all applications should be returned by 23rd September 1987.

Removal and relocation expenses (up to £3,850) are payable.

London Weighting (£795). (30134) 132018

HARROW

EDUCAITON COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middx. HA2 9AG

Tel: 422 4675

ART Part-time (0.4) teacher required as soon as possible to join a very successful Art Department in this popular mixed 12 to 16 school. Applicants offering printing or sculpture/pottery would be particularly welcome.

Please apply in writing to the Headteacher with curriculum vitae in the first instance.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 16th September 1987.

Please enclose stamped addressed envelope. (13661. (12661) 131222

SUFFOLK

COUNTY COUNCIL
DENENHAM HIGH SCHOOL
Scale 3 teacher of Special Needs and General Arts Subjects.

See Special Needs. (12644) 131222

SUFFOLK

COUNTY COUNCIL
DEBENHAM HIGH SCHOOL
Gracechurch Street, Debenham IP14 6BL

11-16; Roll 854

Required for January 1988, an experienced Scale 1 teacher to lead the teaching of Special Needs and General Arts subjects. The school is adopting a policy of in-class support for Special Needs and developing close links in this area with feeder primaries. There will be an opportunity for the successful candidate to exert a major influence on future planning and we are looking for a teacher with vision and commitment.

Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (12643) 131022

By Subject Classification

Art and Design
Heads of Department

DURHAM

COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
11-18 Years
HEAD OF ART - Salary Scale 2
Well qualified and experienced teacher required for January, 1988.

Stamped addressed envelope for application form and further details to the Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.

Closing date for receipt of applications: 18th September, 1987. (13123)

SECONDARY REMEDIAL
continued

Scale 2 Posts and above

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

THE STRATHMORE CENTRE
Strathmore Road, Teddington, Middlesex

Tel: 01-943 1691

MAIN SCALE TEACHER
Plus £795 Outer London Allowance

A suitably qualified enthusiastic and capable teacher is required from January 1988, to join a team of teachers working with children in the age range 14-16 at the Strathmore Centre. Responsible for teaching practical subjects, such as CDT, Art, or Home Economics with a Science or Secondary Curriculum would be an advantage. The teacher appointed would also be expected to teach general subjects, as well as contributing to the development of skills and work experience aspects of the education programme.

Most young people attend *the Strathmore Centre* part-time and are therefore also attending their local comprehensive school. The person appointed will be expected to establish close links with the teachers in some of those comprehensive schools in order to develop and maintain effective programmes for the young people who attend the centre.

The Strathmore Centre *run* jointly by Education and Social Services to work with boys and girls who require alternative education and/or assessment. The young people who come to the Centre need help with their behaviour and social or learning difficulties. Some have problems of attending within the community.

The centre also runs the Borough's Intermediate Treatment programmes. There are at present three other full-time teachers in the Strathmore Centre who work closely with their Social Services colleagues. The appointment will be subject to the School Teachers' Pay and Conditions Document 1987.

Forms and further details (foolscap s.a.e. please) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable by Friday, 18th September 1987. (16964) 131020

Scale 1 Posts

LONDON SW2

ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, SW2 3UP
Tel: 01-674 5894
Church of England Comprehensive School for Girls
Headmistress Miss R.M.K. Hone, M.A.
Roll: 450
Required a.s.a.p. Scale 1 teacher to assist with Learning Support, R.S.L., and French in Years 1-3.

Apply in writing to the Headmistress with curriculum vitae and names of two referees. (58999) 131022

SUFFOLK

COUNTY COUNCIL
DEBENHAM HIGH SCHOOL
Gracechurch Street, Debenham IP14 6BL

11-16; Roll 854

Required for January 1988, an experienced Scale 1 teacher to lead the teaching of Special Needs and General Arts subjects. The school is adopting a policy of in-class support for Special Needs and developing close links in this area with feeder primaries. There will be an opportunity for the successful candidate to exert a major influence on future planning and we are looking for a teacher with vision and commitment.

Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (12643) 131022

Computer Studies
Heads of Department

LONDON SE16

BACON'S SCHOOL
Rolford Road, London SE16 3SS
Tel: 237 5543/4/5
Headmistress: Mrs. B.A. Marlow
Required for January 1988 an experienced person to be Head of an exceptionally well equipped and developed Computing and Information Technology Department. (Present Scale 3 plus London Allowance £1,215).

The School is a Voluntary Aided Church of England mixed Comprehensive School on a split site.

Further details and application form from the Headmistress.

Closing date September 25th. (12601) 130018

OXFORDSHIRE

COUNTY COUNCIL
FARINGDON SCHOOL
Farnham Road, Faringdon, Oxon. SN7 7LB
Required for January 1988.
HEAD OF INFORMATION TECHNOLOGY (currently Scale 3).

This a new post aiming to combine the overall responsibility for teaching in the Business and Information Studies Area and the Computer Room.

There is an opportunity to develop Communications and Computer Aided Learning across the curriculum.

Applications are invited therefore from those with experience and expertise particularly in the use of computers. Further information about this post and an application form will be supplied on receipt of a stamped addressed envelope.

An Equal Opportunity Employer. (12658) 130018

Scale 1 Posts

BUCKINGHAMSHIRE

QUNDALE SCHOOL
Please see main advertisement under Business Studies. (16968) 132032

Craft, Design & Technology
Scale 1 Posts

CAMBRIDGESHIRE

COUNTY COUNCIL
CHESTERTON COMMUNITY COLLEGE
Gilbert Road, Cambridge CB4 3NY
Required as soon as possible a temporary part-time (40% teacher of CRAFT, DESIGN and TECHNOLOGY.

Further details from the Principal at the College (Tel: Cambridge 359360). (17454) 132122

NORFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT
THORPE ST ANDREW C of E HIGH SCHOOL
Thorpe St. Andrew, Norwich NR7 0XS

Required for January 1988, a teacher of C.D.T. Basic Scale.

1 year contract in first instance to include lower school C.D.T. and upper school motor vehicle studies.

Forms and further details available from the Headteacher at the school (s.a.e. please. (16945) 132122

WILTSHIRE

EDUCATION COMMITTEE

THE RIDGEWAY SCHOOL
Swindon, Wiltshire SN5 7XH

11-16 Co-educational Comprehensive School with 1200 p+ pls

Required for September 1987. An enthusiastic teacher of ECONOMICS, Scale 1, to join a popular department to teach to "O" and GCSE level, together with commerce to GCSE. A willingness to take an active part in the further development of A-level and GCSE courses is essential. An interest in the development of pre-vocational courses is an advantage.

Apply by letter with c.v. enclosing an s.a.e. for further details of the school and post.

Wiltshire is an equal opportunities employer. (30110) 132222

Economics & Business Studies
Heads of Department

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
WOODBRIDGE HIGH SCHOOL
Please see main advertisement under 'Computer Studies: Heads of Department'. (30144) 132218

Scale 1 Posts

WILTSHIRE

EDUCATION COMMITTEE

THE RIDGEWAY SCHOOL
Swindon, Wiltshire SN5 7XH

11-16 Co-educational Comprehensive School with 1200 p+ pls

Required for September 1987. An enthusiastic teacher of ECONOMICS, Scale 1, to join a popular department to teach to "O" and GCSE level, together with commerce to GCSE. A willingness to take an active part in the further development of A-level and GCSE courses is essential. An interest in the development of pre-vocational courses is an advantage.

Apply by letter with c.v. enclosing an s.a.e. for further details of the school and post.

Wiltshire is an equal opportunities employer. (30110) 132222

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

COMPREHENSIVE HEADSHIP

Sir James Smith's School, Dark Lane, Camelford, Cornwall, PL32 9UJ.
Group 9. NOR 665. Sixth Form of 63.

Applications are invited from suitably qualified and experienced teachers for the Headship of the above school.

Sir James Smith's is an 11-18 rural comprehensive school.

It is anticipated that there will be over 650 pupils on the roll in September, 1982 including 60 in the Sixth Form.

The post will be available from the start of the Spring term 1988.

Applications form and further details are available on receipt of SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.

Closing date: Friday 25th September 1987

SECONDARY SCHOOLS

Fowey School, Windmill, Fowey, Cornwall. PL23 1HE.
Group 10. NOR 852.

Head of Humanities: Incentive Allowance B

Required for January 1988, an experienced teacher of Humanities to lead a newly formed faculty including History, Geography, Religious Education and Social Studies.

The successful candidate will be expected to unify the previously separate departmental approaches and to assume responsibility for a modular delivery of the Humanities provision in the Upper School.

A well established integrated Humanities course is currently taught at lower school level.

Closing date for applications: Friday 18th September 1987.

Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headteacher.

Newquay Treviglas School, Bradley Road, Newquay, Cornwall. TR7 3JA.
Group 10. NOR 720. Sixth Form of 60.

Teacher of Modern Languages

Wanted for January 1988 a well qualified teacher for the above post. Applicants should be able to teach both French and German.

Application form/further details are available from the Headteacher on receipt of SAE.

Redruth School, Tolgus Hill, Redruth, Cornwall. TR15 1TA.
Group 13. NOR 1319. Sixth Form of 133.

Head of Languages: Incentive Allowance D

Required for January 1988 an enthusiastic, dedicated and experienced teacher to lead an established department of eight staff, offering courses in French and Spanish across the ability range to GCSE, RSA and South West Credit in Years 1-5 and to 'A' level (JMB new syllabus) and FLAW in the Sixth year. A commitment to languages within TVEI and to a communicative approach is essential.

Application form/further details are available from the Headteacher on receipt of SAE.

PRIMARY HEADSHIPS

Mawnan Village C of E VA Junior & Infant School, Grove Hill, Mawnan Smith, Falmouth.
Group 3. Available from 1st January 1988. Closing date 25th September 1987.

The Governors might give preference to practicing communicant Anglicans.

Application forms/further details are available on receipt of SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.

Penryn Junior School,
Treverbyn Rise, Penryn, Cornwall. TR10 8RA
Group 5. Available from 1st January 1988. Closing date 25th September 1987.

Application form/further details are available on receipt of SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.

St Dominick C of E VA Junior & Infant School, St Dominick, Saltash, Cornwall. PL12 6SU.
Re-advertisement. Previous applicants need not re-apply as they will be re-considered.
Group 1. Available from 1st January 1988. Closing date 25th September 1987.

The governers might give preference to practicing communicant Anglicans.

Application form/further details are available on receipt of SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.

PRIMARY SCHOOLS

Pendeen Junior & Infants School, Pendeen, Penzance, Cornwall. TR19 7SE.
Group 4.

Deputy Headteacher

Required with experience of good infant practice across the range from under 5's to 7+ years, and some knowledge of development in Junior years. The person appointed will be expected to develop the language curriculum throughout the school. The post is available from January 1988.

Application forms/further details are available on receipt of SAE from The District Clerk, District Education Office, Alphington House, Alverton, Penzance. TR18 4JJ.

Newlyn East C of E Junior & Infant School,
St Newlyn East, Newquay, Cornwall. TR8 5LG.
Group 2.

Deputy Headteacher

Required in a rural school from September 1987. Applications are invited from suitably qualified teacher with infant/lower junior experience. Applicants should state special interests and curriculum strengths.

Application form/further details are available on receipt of SAE from The District Clerk, District Education Office, The Leats, Truro, Cornwall. TR1 3AG.

St Mary's R.C. Junior & Infant School,
Barn Lane, Bodmin, Cornwall. PL31 1LW.
Group 5

Versatile committed Catholic teacher required as soon as possible, interest in all aspects of curricular development essential, games an asset, also state other interests.

Application form/further details are available on receipt of SAE from The District Clerk, District Education Office, Barn Lane, Bodmin, Cornwall. PL31 1LS.

Torpoint Infants School, Albion Road, Torpoint, Cornwall. PL11 2LU.
Group 5.

Infant Teacher

Applications are invited from enthusiastic and experienced teacher and/or highly motivated probationers for the above position at this growing school, from 1st January 1988. Please enclose a curriculum vitae stating relevant strengths, skills and interests – expertise in music could be a definite advantage. Return application to the Headteacher by Friday 11th September 1987.

Application forms/further details are available on receipt of SAE from The District Clerk, District Education Office, Greylands, Dean Street, Liskeard, Cornwall. PL14 4AZ.

50773

CORNWALL COUNTY COUNCIL

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A large stamped, addressed envelope should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

Hartland Primary School,
Hartland, EX39 6BP. (Roll 92)
Headteacher Group 2 (£15,099)
Required January 1988 for this small rural school. Application forms and further details are available from (see required) the Area Education Officer, Civic Centre, Barnstaple, EX31 1EG. Closing date 18 September 1987.

Bideford Pynes Infants' School,
Coronation Road, Bideford, EX39 3DD. (Roll 195)
Headteacher Group 4 (£17,001)
Required January 1988 for this expanding infant school. Application forms and further details are available from (see required) the Area Education Officer, Civic Centre, Barnstaple, EX31 1EG. Closing date 18 September 1987.

Bideford Westcroft Junior School,
Coronation Road, Bideford, EX39 3DE. (Roll 279)
Headteacher Group 5 (£17,751)
Required January 1988 for this expanding junior school. Application forms and further details are available from (see required) Area Education Officer, Civic Centre, Barnstaple EX31 1EG. Closing date 18 September 1987.

Lifton Primary School,
North Road, Lifton PL16 0EH. (Roll 101)
Headteacher Group 3 (£16,500)
Required January 1988. Further details and application form (see 15 × 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 18 September 1987.

Plymouth Montpelier Infants School,
North Down Road, Peverell, Plymouth PL2 3HN. (Roll 268)
Headteacher Group 5 (£17,751)
Required January 1988. Further details and application form (see 15 × 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 18 September 1987.

Plymouth Salisbury Road Junior School,
Salisbury Road, St Judes, Plymouth PL4 8QZ. (Roll 247)
Headteacher Group 5 (£17,751)
Required January 1988. Further details and application form (see 15 × 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 18 September 1987.

Plymouth Weston Mill Primary School,
Camels Head, Plymouth PL2 2ED. (Roll 168)
Headteacher Group 4 (£17001 + Social priority Allowance)
Required January 1988. Further details and application form (see 15 × 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 18 September 1987.

Kingsbridge County Primary School
Belle Cross Road, Kingsbridge TQ7 1NL.
(Roll 338)
Headteacher Group 5 (£17,751)
Required January if possible or April 1988. Further details and application forms from (see required) Area Education Officer, Oldway, Paignton. Closing date 18 September 1987.

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DEPUTY HEADTEACHERS
Secondary

Plymouth Lipson School,
Bernice Terrace, Plymouth PL4 7PG. (Roll 1200)
Deputy Headteacher Group 11
Required January 1988 a well-qualified and experienced teacher as First Deputy Head in this purpose-built comprehensive school which opened in 1984. All Deputies share in responsibility for curriculum development, pastoral organisation and administration. Closing date 18 September 1987.

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DEPUTY HEADTEACHERS
Primary

Barnstaple Our Lady's RC (AIDED) Primary School,
Chanter's Hill Barnstaple EX32 8DN. (Roll 189).
Deputy Headteacher Group 4
Required January 1988. Applicants must be practising Roman Catholics. Application forms and further details available from (see required) the Clerk to the Governors, Our Lady's School, at the above address. Closing date 18 September 1987.

Swimbridge C of E Primary School,
Swimbridge, Barnstaple EX32 0PJ. (Roll 89)
Deputy Headteacher Group 2
Required January 1988, a committed Christian is preferred for the Deputy Headship of this village school. Closing Date 25 September 1987.

Abbotskerswell County Primary School,
Abbotskerswell, Newton Abbot, TQ12 5NS.
(Roll 96)
Deputy Headteacher Group 2
Required January 1988. Applicants should be experienced infants teachers. Closing date 18 September 1987.

Paignton Foxhole County Infants School,
Fernicombe Road, Paignton, TQ3 3UX.
(Roll 124 + Nursery Unit)
Deputy Headteacher Group 3
Required January 1988. Closing date 18 September 1987.

Torquay St Saviours and All Saints CE (Aided) Primary School,
Barton Road, Torquay TQ1 4DN. (Roll 176)
Deputy Headteacher Group 4
Required January 1988. Closing date 18 September 1987.

Okehampton Primary School,
North Street, Okehampton EX20 1AR.
(Roll 400 + Nursery)
Deputy Headteacher Group 6
Required January 1988 a non class-based teaching Deputy Head with a good educational knowledge of mathematics and/or science, due to promotion of previous incumbent to large primary headship. Closing date 18 September 1987.

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MAIN PROFESSIONAL GRADE
Secondary

Barnstaple Pilton Community College,
Chaddiford Lane, Barnstaple EX31 1RF.
(Roll 1347)
MPG English
Required January 1988 to teach English across the age and ability range of this 11–16 comprehensive school. Closing date 18 September 1987.

Ilfracombe School and Community College,
Worth Road, Ilfracombe EX34 9JB. (Roll 1260)
MPG CDT
Required January 1988, an enthusiastic teacher to join an established CDT team. Design and Communication to GCSE and/or A Level, Technology or Design and Realisation to Lower School or GCSE, flexibility and a willingness to develop own expertise necessary. Closing date 18 September 1987.

Brixham Community College,
Higher Ranscombe Road, Brixham TQ5 9HF.
(Roll 650)
MPG ART
Required January 1988 to take charge of Art in this 11–16 community college and to teach across the age and ability range, including GCSE work. There will also be an opportunity to develop community activities. Closing date 18 September 1987.

Newton Abbot Coombeshead School,
Coombeshead Road, Newton Abbot, TQ12 1PT.
(Roll 948)
MPG English
Required January 1988, a well-qualified teacher of English to teach across the age and ability range in this 11–16 secondary comprehensive school. Closing date 18 September 1987.

Exeter The Priory High School,
Earl Richards Road South, Exeter EX2 6AP.
(Roll 581)
MPG + £1002 French/Spanish
Required January 1988 a teacher of wide experience and proven ability is sought who is familiar with modern development and the variety of approaches in the teaching of language, and has sympathy with the needs of pupils of all abilities. In addition the successful candidate would also be expected to offer a second language, Spanish, and encourage its development in the senior part of the school. Closing date 18 September 1987.

Honiton Community College (11–18),
School Lane, Honiton EX14 8QW. (Roll 783)
MPG Home Economics
Required January 1988. Closing date 18 September 1987.

Sidmouth (11–18 Comprehensive and Community) College,
Primley Road, Sidmouth EX10 9LG. (Roll 800)
MPG French with German
Required January 1988, an excellent opportunity for a teacher committed to a 'language for all' policy. Closing date 18 September 1987.

Ivybridge Community College,
Harford Road, Ivybridge, PL21 0JA. (Roll 1460)
MPG Business Studies and Economics
Required January 1988 to teach Business Studies & Economics to A Level. The Hampshire Business & Information Studies Scheme is followed in years 4 & 5. Closing date 18 September 1987.

Plymouth Eggbuckland School,
Westcott Close, Eggbuckland, Plymouth
PL6 5YB. (Roll 1380)
MPG + £4200 Head of Lower School,
Required January 1988. The person appointed will join the school's senior management team and have specific responsibility for the management of pupils in years 1 and 2 and for the further development of the lower school humanities course. Closing date 18 September 1987.

Plymouth Lipson School,
Bernice Terrace, Plymouth PL4 7PG. (Roll 1200)
(i) MPG Geography/Humanities
Required January 1988 a well-qualified teacher to teach across the age and ability range. Integrated Humanities is taught in the lower school and both Humanities and Geography in the upper school. Closing date 18 September 1987.
(ii) MPG Music
Required as soon as possible/January 1988, a well-qualified teacher to teach across the full age and ability range. The school is equipped with a specialist music suite. Closing date 18 September 1987.

Plymstock School,
Church Road, Plymstock. Plymouth PL9 9AZ.
(Roll 1400)
MPG Geography
Required January 1988. This is a very successful and forward-looking department. It is hoped that the successful applicant will also be able to help with Economics in the sixth form. Closing date 18 September 1987.

Tavistock School and Community College,
Crowndale Road, Tavistock, PL19 8DD.
(Roll 1565)
(i) MPG + £1002 Head of Spanish
Required January 1988, for the Modern Languages Department to be responsible for the teaching of Spanish to A Level. Ability to teach French to A Level would be a recommendation. Closing date 18 September 1987.
(ii) MPG Mathematics
Required January 1988 to teach throughout the age and ability range. A Level teaching available for a suitable qualified teacher. Closing date 18 September 1987.

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MAIN PROFESSIONAL GRADE
Primary

Barnstaple Newport Primary School,
Landkey Road, Barnstaple EX32 9DW. (Roll 242)
MPG
Required January 1988, imaginative teacher to work as a member of a dedicated team in this recently opened school. Interest in the whole primary age range with a commitment to curriculum development. Please state curriculum strengths. Closing date 18 September 1987.

Bideford East The Water Primary School,
Mines Road, Bideford EX39 4BZ. (Roll 347)
MPG
Required for January 1988 an enthusiastic teacher to work in the Lower Junior Unit with responsibility for a class of 1st and 2nd year juniors. Curriculum areas preferred: Technology and/or computers. Closing date 21 September 1987.

Bratton Fleming Primary School,
Bratton Fleming, Barnstaple EX31 4SB. (Roll 86)
MPG
Required January 1988 an Early years (5–8) teacher. An interest in Art/Craft/Display would be an advantage. The ability to play the piano and/or other musical instrument would be of benefit. Please state other interests. Closing date 18 September 1987.

Braunton Southmead Primary School,
Wrafton Road, Braunton, EX33 2BU (Roll 239)
MPG Infants
Required January 1988 an energetic and versatile teacher to take responsibility for the Infants Department. Closing date 18th September 1987.

Lynton C of E Primary School,
Lynton, EX35 6AF. (Roll 110)
MPG
Required January 1988 a flexible, enthusiastic teacher to work in an open plan middle/top infants class. A particular interest in language development throughout the primary age range is desirable. The teacher should be sympathetic to the ethos of a Church of England Aided School. Closing date 18th September 1987.

Kingskerswell C of E (Controlled) Primary School,
Coffinswell Lane, Kingskerswell, Newton Abbot,
TQ12 5DJ (Roll 194)
MPG Reception Infants
Required January 1988. Applicants are asked to indicate their special curricular interests. Closing date 18th September 1987

Torquay Sherwell Valley Primary School,
Hawkins Avenue, Torquay TQ2 6ES. (Roll 307)
MPG Juniors
Required January 1988 an experienced junior teacher able to undertake a measure of responsibility for creative/visual arts throughout the school. Closing date 18th September 1987.

Torquay St Margaret's Primary School,
Barewell Road, Torquay TQ1 4PA (Roll 244)
MPG Juniors
Required January 1988 an enthusiastic junior teacher. Closing date 26th September 1987.

Chawleigh Primary School,
Chawleigh, Chulmleigh, EX18 7HH. (Roll 25)
MPG General Part Time (0.1)
Required January 1988 an experienced teacher to take full charge of junior class during headteacher's administrative time. Closing date 18th September 1987.

Dunsford Primary School,
Dunsford, Exeter EX6 7DD. (Roll 37)
MPG
Required January 1988 an experienced teacher able to take class from Reception to Lower junior ages. Willingness to take on the extra responsibilities necessary in a two-teacher school. Closing date 18th September 1987.

Exeter Redhills Combined (5–12 Years) School,
Landhayes Road, Exeter EX4 2BY (Roll 440)
(i) MPG
Required January 1988 an innovative teacher committed to child centred learning initially in the middle school department but with a willingness to work throughout the combined school. An interest in out-door education and PE will be an advantage. Please state other curriculum strengths and interests. Closing date 18th September 1987.
(ii) MPG
Required January 1988 an innovative teacher committed to child centred learning. This post is for a teacher able to develop home and playgroup/school liaison and with a curriculum emphasis on, and interest in, early years language development. The post is initially within the first school department but willingness to work anywhere in the combined school will be an advantage. Closing date 18th September 1987.

Exeter Whipton Barton Middle (8–12 Years) School,
Hill Lane, Exeter EX1 3JP. (Roll 319)
MPG General
Required January 1988 a lively class teacher who can produce vital stimulating work, initially with a class of 9 year olds, in this 8–12 middle school. Ability to develop leadership within expressive arts, i.e. dance, drama or homecraft would be an advantage. Closing date 18th September 1987.

Opportunities with Devon are continued on the next page.

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY
ECONOMICS & BUSINESS STUDIES continued

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0HG
(Headteacher: Mr M. Cole, B.A.)
Required from January 1988 or soonest a teacher of Business Studies able to contribute some Economics/Business Studies/Computer Studies, to join a very well equipped department offering a wide range of courses. Main scale post (currently scale 1).
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (15969) 132222

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL COUNTY GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral
940 girls aged 11–18 over 250 in the Sixth Form
Required as soon as possible,
ASSISTANT TEACHER SCALE 1
An enthusiastic and energetic teacher for Advanced level Economics and Geography and G.C.S.E. level initially. Candidates should be conversant with modern methods and concepts in field and courses work.
Field work is an integral part of the teaching throughout the school.
Apply by letter with curriculum vitae, enclosing the names of two referees to the Headmistress as soon as possible. (12624) 132222

English

Heads of Department

CHESHIRE
EDUCATION COMMITTEE
MIDDLEWICH COUNTY COMPREHENSIVE SCHOOL
King Edward Street,
Middlewich, Cheshire
CW10 9BU
Tel: 0606 843170
11–16 years. N.O.R. 560
SCALE 4 + HEAD OF ENGLISH DEPARTMENT
Required for January 1988. Experienced English graduate of proven teaching ability to teach to GCSE level and to lead a department which makes a major contribution to school life.
Further details and application forms obtainable from (S.A.E. please) and returnable to the Headteacher.
Closing date Friday 25th September 1987. 132418

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road
Northampton NN3 1DG
Number on roll 830, number in sixth form 98
Required January 1988 a well qualified teacher to be Head of the English Department - Grade D Allowance (current Scale 4) at this purpose-built Upper Comprehensive School for Girls (13–18). There are excellent facilities and the department takes a lively responsibility in many extra curriculum areas.
Application forms available from the Headmistress on receipt of S.A.E. Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12668) 132418

Scale 2 Posts and above

LONDON SE16
BACON'S SCHOOL
Dalford Road, London SE16 3SB
Tel: 237 5243/4/5
Headmistress: Mrs. B.A. Morlow
Required for January 1988 or as soon as possible an experienced and energetic person to be Head of a lively and well developed English Department. (Present scale 4 and London Allowance £1,915).
The School is a Voluntary Aided Church of England mixed Comprehensive School on a split site.
Further details and application form from the Headmistress.
Closing dte September 25th. (30400) 132420

NORTHUMBERLAND
BLYTH RIDLEY COUNTY HIGH SCHOOL
Sixth Avenue, Blyth NE24 2SY
Group 11 13–18
Comprehensive of 900 pupils inc. 100 in Sixth Form
ENGLISH TEACHER (Scale 3)
Required from January 1988, a suitably qualified and experienced graduate to be second in the English Department. The post offers the opportunity to share in the work and management of a large and successful department.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap s.a.e. to the above address. Closing date 18.09.87. (11705) 132490

WEST SUSSEX
THOMAS BENNETT COMMUNITY COLLEGE
Ashdown Drive, Tilgate, Crawley, Sussex
An experienced and enthusiastic Scale 3 Teacher of ENGLISH as Second in English Department to join innovative, imaginative and successful department, to teach English in all years; to take major share of departmental responsibilities and to contribute to curriculum and departmental development. English is taught to mixed ability groups throughout years 1–3 leading to GCSE English and literature (NEAB, Wyllabuses) and to A level AEB 660.
Form and details from Headteacher (s.a.e. please). (11681) 132499

Scale 1 Posts

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
11–16 Years
ENGLISH - Salary Scale 1
Well qualified teacher required as soon as possible.
Stamped addressed envelope for application form and further details to the Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham DH9 0TG. (13678) 132492

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
PARK HOUSE SCHOOL
Andover Road, Newbury
N.O.R: 870
Required for 1988, a teacher of English and Latin (main scale). The ability to teach both subjects to GCSE level is essential.
Apply to the Headmaster with C.V. and the names and addresses of 2 referees.
Berkshire has a scheme of reimbursement for lodging allowance and removal expenses.
An equal Opportunity Employer. (11701) 132432

BUCKINGHAMSHIRE
COUNTY COUNCIL
JOHN COLET SCHOOL
Wheat Road, Wendover, Bucks. HP22 6HF
Headteacher: P.J. Mitchell
Roll: 582 pupils
Scale 3
Required Teacher of English to teach across the ability and age range.
Possibility of 'A' level work. The Department is developing its own modular scheme for G.C.S.E. examination.
Assistance with removal expenses is given in approved cases.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. 132429

BUCKINGHAMSHIRE
ST. BERNARD'S R.C. (V.A.) SECONDARY SCHOOL
Dawe Hill Lane, High Wycombe, HP13 7JW
Headteacher: Mr. G.A. Duckham
NOR: 484
Required from 1st September, 1987 (or from 1st January, 1988) GRADUATE TEACHER OF ENGLISH, Scale 1 to assist in teaching of English throughout the school in courses leading to the G.C.S.E. and G.C.E. examinations in the fifth and sixth forms of this 11–18 co-educational comprehensive school. A willingness as a form tutor to give RELIGIOUS EDUCATION would be an advantage.
Apply immediately to the Headmaster by letter giving full details of qualifications and experience and the names and addresses of two referees to the Headteacher at the school as soon as possible. An Equal Opportunities Employer. (17219) 132422

Scale 1 Posts

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
TEMPORARY ENGLISH TEACHER (Scale 1)
Required for Orange Park High School, (11–18 years, mixed comprehensive, Broadway, St. Helens WA10 3AY) to commence as soon as possible for a temporary period of one year.
Application forms and further details are available from the Head Teacher to whom completed forms should be returned within 14 days of this advertisement.
Applications by letter to the Head immediately giving names and addresses of two referees. (12607) 132418

BUCKINGHAMSHIRE
MILTON KEYNES AREA
BRADWATER HALL SCHOOL
Stantonbury Campus, Stantonbury, Milton Keynes, Bucks. MK14 6BN
Required immediately a part time temporary Teacher for two terms (Autumn 1987 - Spring 1988). A teacher of Other English, Humanities or Expressive Arts, to contribute as specialist input to the Integrated Humanities course time. The major commitment will be at third year level working with a very enthusiastic team of teachers. Main scale (currently Scale 1).
Apply in writing to the Headteacher, Mr M. Davies, giving full curriculum vitae and the names and addresses of two referees. (16982) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford, Kent DA1 2LY
Required as soon as possible a Scale 1 teacher to teach English throughout the school to all ages and abilities.
Application to the Headteacher, Mrs G.F. Burns, at the school with full C.V., and the names and addresses of two referees.
Possibility of help with temporary housing in approved cases. (11730) 132488

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
VINTERS SCHOOL FOR GIRLS
Union Road, Maidstone ME14 1EE
TEACHER OF ENGLISH WITH DRAMA
(Currently a Scale 2 post)
Required from Monday October 19th - temporary to cover maternity leave.
Apply to Head Teacher with C.V. and two referees. (11745) 132432

NOTTINGHAMSHIRE
COUNTY COUNCIL
VALLEY COMPREHENSIVE SCHOOL
Bank Lane, Worksop, Notts. S81 7DS
Mixed: 1,480 (11–18)
ENGLISH (Scale 1)
A graduate teacher is required as soon as possible. Ability to teach 'A' level and G.C.S.E. essential.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees to the Head Teacher at the school as soon as possible. An Equal Opportunities Employer. (17219) 132432

NEWPORT
CAERSROOKE HIGH SCHOOL
Mountbatten Drive, Newport
Age range 13–18 years, 1065 on roll
Group 19
Required for January, 1988, TEACHER OF ENGLISH (Scale 1) to teach the subject across the age and ability range in the Main School with the possibility of some Sixth Form work in Study Skills for one year students.
A well-qualified person is sought, but the main requirements are energy, enthusiasm, commitment and flexibility. An interest in the use of computers in the classroom and/or Media Studies would be welcomed.
A Scheme of Relocation Expenses is operative.
Application forms and further details available from the Headmaster at the School (SAE please) to whom completed forms should be returned by 18th September 1987. 132422

SURREY
EDUCATION COMMITTEE
HOWARD OF EFFINGHAM SCHOOL
Lower Road, Effingham, Surrey KT24 5JR
For September. Temporary teacher of English (Scale 1 to cover maternity leave during academic year 1987/88 and to demonstrate teaching in the Main School, to GCSE level.
Send C.V. and letter of application to Headmaster from whom further information may be obtained. Tel: Bookham 55664. (16941) 132428

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Frome Road, Trowbridge, Wiltshire BA14 0DJ
11–17 mixed comprehensive
1200 pupils
TEACHER OF ENGLISH/DRAMA Scale 1
Required from January 1988.
This is a full-time permanent post.
An enthusiastic graduate is sought to join a lively team. The person appointed should be able to teach English throughout the school, to GCSE and to 'A' level and should in addition be able to make a positive contribution to the continuing development of Drama, which is already a popular subject.
Application form and details from the Headteacher (s.a.e. please). Closing date 14 days from the appearance of this advertisement.
'Wiltshire County Council is an Equal Opportunity Employer'. (30187) 132428

Geography

Scale 1 Posts

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 3HR
Tel: Hornchurch 47368P (Roll 1108 Girls)
Headteacher: Mrs J. Irwin-Hunt, M.A.
Required for November 1987 a temporary teacher of Geography, Scale 1, to cover the maternity leave or absence of the permanent postholder.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (16953) 132432

SURREY
EDUCATION COMMITTEE
EBERSFIELD SCHOOL
Dilston Road, Leatherhead KT22 8QT
NOR: 377561
13–18 Mixed Comprehensive, NOR 938, 304 in Sixth Form
GEOGRAPHY Specialist required from October for remainder of the academic year to teach up to and including A level. The ability to teach Drama, Dance or R.E. as a subsidiary subject would be an advantage, but not essential.
Application forms and further details from the school. (11787) 132423

Scale 2 Posts and above

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Huntingdon, Cambs.
11–16 Mixed Comprehensive, Voluntary Controlled
Required for January, 1988, HISTORY SCALE 2
Required for January, an experienced, enthusiastic teacher to join an energetic department. The successful candidate will assume some departmental responsibilities, and teach throughout the school. Experience of 19th and 20th Century European History for 'A' level advantageous as would experience of GCSE.
Fully developed comprehensive school in outstanding setting serving Huntingdon and neighbourhood.
A willingness to undertake extra curricula activities highly desirable.
Applications by letter with C.V. and names of 2 referees to be received as soon as possible.
Further details may be requested by telephone (0480 51131), or writing to the Headmaster. (30531) 132820

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE
BISHOP HEBER COUNTY HIGH SCHOOL
Malpas, Cheshire SY14 8JD
Required as soon as possible.
ASSISTANT TEACHER OF HISTORY AND HUMANITIES SCALE 1.
A graduate to teach History to examination level (GCSE and 'A' level) and Humanities to the lower school. This popular rural comprehensive school of 960 pupils including a sixth form of 140. An opportunity for a newly qualified teacher to develop, in a strong department.
Further details from the Headteacher (Tel: 0948 6607?1). (30564) 132822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
COLNE VALLEY HIGH SCHOOL
Gilroyd Lane, Linthwaite, Huddersfield HD7 5SP
Ref: 1032
Required as soon as possible, but certainly by 1 January, 1988 in this well established 11–18 comprehensive school of 1200 pupils a teacher of HISTORY for the post to involve teaching History to all levels in this 11–16 section of the school and could involve 6th form work for a suitably qualified candidate.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (s.a.e. please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (12696) 132825

Home Economics

Heads of Department

NORTHAMPTONSHIRE
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton NN6 8QE
Required for January 1988 or earlier if possible a Head of Home Economics (Grade 3, equivalent Scale 3) for a 1,130 mixed comprehensive school which serves a large rural area about 12 miles from Northampton on the Warwickshire, Leicestershire and Northamptonshire borders.
The successful candidate who will be responsible to the Head of Design must be well qualified and experienced and have an enthusiastic and flexible approach to the contribution Home Economics makes to the curriculum.
The ability to extend the department's commitment to the lower school and courses (such up to 'A' level) to the community and tuition if possible, as well as prepare for the school's involvement in TVEI will be required.
Further details or this important post may be obtained from the Headteacher on receipt of a SAE. Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12607) 132818

History

Heads of Department

LONDON SE16
BACON'S SCHOOL
Dalford Road, London SE16 3SB
Tel: 237 5243/4/5
Headmistress: Mrs. B.A. Morlow
Required for January 1988 or as soon as possible an experienced person to be Head of a lively and forward looking History Department. (Present scale 4 and London Allowance £1,915).
The School is a Voluntary Aided Church of England mixed Comprehensive School on a split site.
Further details and application form from the Headmistress.
Closing date September 25th. (30399) 132418

SHROPSHIRE
BISHOP ROBERT JOHNSON CATHOLIC COLLEGE
Whitchurch Road, Wellington
HEAD OF HISTORY
Required as soon as possible to organise and teach history within the Social Studies Faculty to Scale 2.
Applications by letter to the Head immediately giving names and addresses of two referees. (12607) 132818

SECONDARY HOME ECONOMICS
continued

BIRMINGHAM
CITY COUNCIL

ST. PAULS' SCHOOL FOR GIRLS
Vernon Road, Edgbaston, Birmingham B16 8SL

HEAD OF HOME ECONOMICS

Main Scale Post and Incentive Allowance B

From 1 January 1988. Experience in the use of computers RC preferred.

Application forms and further details from Head Teacher. Tel: 021-454 0855. Closing date: 18 September 1987.

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability'. (172141) 133018

Humanities

Heads of Department

DORSET
SHAFTESBURY SCHOOL
Salisbury Road, Shaftesbury SP7 8ER
Required for January 1988, a History graduate to be Co-ordinating Head of Humanities (Scale 4) in this purpose-built comprehensive school. The faculty embraces the disciplines of history, geography, religious education and personal and social education. We seek an energetic, experienced teacher to manage the development of Humanities as part of the move to a full faculty structure by September 1988.
Further details and application forms obtainable from the Headmaster (B.A.E. please) to be returned by Friday 18th September. Interviews will be held on Tuesday 29th September. (03075) 133218

Scale 2 Posts and above

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
FARTOWN HIGH SCHOOL
Woodhouse Hill Road, Huddersfield HD2 1DJ

Ref: 1033

Required from January, 1988 in this 11-16 mixed multi-racial school (650 pupils on roll) an enthusiastic experienced teacher to be Scale 2 in the Humanities department. The successful applicant will also be responsible for teaching Geography throughout the school.

Salary will be in accordance with the Teachers Pay and Conditions Act, 1987 on the main scale plus Allowance B.

Application forms and further details (safe please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operate an Equal Opportunities policy full details of which will be supplied to all applicants. (16287) 133480

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
FEATHERSTONE HIGH SCHOOL
11 Montague Weye, Southall UB2 5HP
Required as soon as possible a temporary teacher of Humanities (Scale 1) to join a lively and progressive faculty. This is a temporary post to cover a maternity leave.
London Weighting £1,215 p.a. Special Priority Allowance payable.
Application forms from Chief Education Officer, London Borough of Ealing, Perceval House, 14-16, Uxbridge Road, London, W5 2HL. (S.A.E.) to be returned by 25th September (1571)
Ealing's Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (11782) 133346

Mathematics

Heads of Department

HAMPSHIRE
REGENTS PARK SCHOOL
Old Redwood Avenue, Southampton SO9 4LT
(N.O.R. 767 Girls)
Required January Head of Mathematics Salary / Scale Scale 3,000 (Scale 4 equivalent).
We operate a policy of equal opportunity.
Application particularly welcome from people with disabil-

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

TRINITY HIGH SCHOOL
Farnborough Road, Woodford Wells, Essex IG8 0TP

Tel: 504 9756

Headteacher: Dr. P.C.D. Doherty

Required for January 1988:

HEAD OF MATHEMATICS

Well-qualified and experienced teacher of mathematics to lead a department of 9 specialist teachers at this well-established 11-18 Roman Catholic Comprehensive School (1100 on roll; 170 in VI form).

The successful candidate will have a proven record of public examination success extending to 'A' level & sound administrative ability and experience.

The post is on Scale 4 (from January 1988, main professional grade) plus Allowance D (£3,000).

Please apply in writing direct to the Headteacher at the school, giving full details of qualifications and experience and the names, addresses and telephone numbers of 2 professional referees. (Closing date : 23rd September 1987).

Removal and relocation expenses (up to £5,850) may be payable in approved cases.

London Weighting (£795). (30131) 133418

WILTSHIRE
EDUCATION COMMITTEE

THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR

Required for January 1988 in this popular coeducational 11-18 comprehensive school of 1900.

Well qualified experienced teacher to be Head of Mathematics, Rate LD (ex. Scale 4).

The school is undertaking considerable development in a variety of curriculum and assessment areas up to AS and A level and candidates with a strong interest in development in maths. will be particularly welcome.

Assistance with removal and lodging allowance in approved cases.

Please write to the Headmaster for an application form and further details enclosing an A4 s.e.e. Closing date 17th September, 1987.

Wiltshire is an equal opportunities employer. (30077) 133418

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
GREAT MARLOW SCHOOL
Bobmore Lane, Marlow SL7 1JR
Headteacher: Mr. G. Hunter
N.O.R: 710 Mixed 13-17
SCALE 3 MATHEMATICS TEACHER
Required for September 1987 or as soon as possible thereafter a teacher of mathematics to join a lively forward looking department. The new SMP Courses is being introduced and is to be extended for use throughout the School. Certificates for this post will, therefore, need to be in sympathy with a varied approach to teaching strategies with an emphasis on the provision of practical and experimental work for pupils to learn from.
At present the post carries a scale 3 weighting and this would be available for a suitable candidate able to start in September.
There is also a possibility of shared accommodation being available for a single candidate.
Applications would therefore be welcome from both experienced and inexperienced qualified teachers who are keen to work hard to see children succeed (Please apply direct(ive) forms) to the Headteacher at the school enclosing a FULL c.v. including phone number at which you can be contacted immediately together with a letter of application and the names of two referees. Tel: Marlow 3782. (16976) 133420

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles, Manchester M30 7PQ
(Tel: 061-7883535)
11-16 Years Mixed Comprehensive
500 on roll - 4 form entry (increasing to 5-form entry - 1988)
RE-ADVERTISEMENT
Required, from 1st January, 1988
TEACHER OF MATHEMATICS, SECOND IN DEPARTMENT - CURRENTLY SCALE 2.
Well qualified and experienced teacher required to assist in the Mathematics Department. Excellent facilities in small school set in pleasant surroundings adjacent to the motorway network.
Closing date for application and further details obtainable from the Headteacher (or Deputy Head of the School).
The Church High School is one of the

NOTTINGHAMSHIRE
COUNTY COUNCIL
CARLTON-LE-WILLOWS SCHOOL
Wood Lane, Gedling, Nottingham NG4 4AA
Mixed: 1,350 (11-18)
ASSISTANT TEACHER OF MATHEMATICS (Scale 3)
A well qualified and experienced graduate teacher is required for January able to teach up to 'A' level standard. Main area of responsibility will be in organisation, assessment and development in Years 1-3, where S.M.P. 11-16 is in operation.
Application forms and further details are available (S.A.e.) from the Head Teacher at the School. An Equal Opportunity Employer. (17910) 133420

Scale 1 Posts

DURHAM
COUNTY COUNCIL
WELLFIELD COMPREHENSIVE SCHOOL
Wingate
11-16 Years
MATHEMATICS - Salary Scale 1
Well qualified teacher required for January, 1988 or earlier if possible.
Stamped addressed envelope for application form and further details to the Area Education Office, York Road, Peterlee, Co. Durham.
Closing date for receipt of applications: 18th September, 1987. (13674) 133422

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE
Uplands, Wadhurst TN5 6BA
Rural Comprehensive Mixed 11 - 18. Roll: 700
Required Immediately: Teacher of Mathematics (Scale 1). The department offers 'A' level courses in mathematics and further mathematics, and such teaching would be available for a suitable candidate.
Relocation grants approved cases.
Apply by letter, with c.v. and names and addresses of two referees, to the Principal. (11716) 133422

HERTFORDSHIRE
NICHOLAS HAWKSMOOR UPPER SCHOOL
Cowley Hill, Borehamswood, Herts. WD6 5LG
Tel: 01-953 3157
Required for October, 1987, to cover maternity leave, a teacher Scale 1 MATHEMATICS in this Upper School for 578 Boys and Girls. 13 - 18 Mixed Ability. SMP Mathematics is taught to GCSE and 'A' Level.
Applications to the Head at the School (no forms) with the names and addresses of two educational referees.
Fringe allowance of £309 p.a. payable. (16954) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE CHARLES DICKENS SCHOOL
Broadstairs Road, Broadstairs CT10 2RL
Required January 1988, teacher of MATHEMATICS for this mixed secondary school of 750 pupils. Permanent vacancy but could be temporary if wished.
Further details and application forms from the Head Teacher to whom they should be returned. (11758) 133425

SANDWELL
METROPOLITAN BOROUGH COUNCIL

HILL TOP SCHOOL

(11-16 Comprehensive)

MATHEMATICS - Scale 1

Required as soon as possible.

Part time (0.5 of full time)

One year temporary contract.

Application forms available from and returnable to Head Teacher, Hill Top, West Bromwich Tel: 021 556 0695. Closing date 18th September 1987.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (17218) 133422

SANDWELL
METROPOLITAN BOROUGH COUNCIL

HILL TOP HIGH SCHOOL
(11-16 Comprehensive)

Required as soon as possible.

MATHEMATICS. Scale 1. Part-time (0.5 of full-time). One year temporary contract.

Application forms available from and returnable to Head Teacher, Hill Top, West Bromwich Tel: 021 556 0695. Closing date 18th September 1987.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (03084) 133422

Modern Languages

Heads of Department

DURHAM
COUNTY COUNCIL
CONSETT-BLACKHYNE COMPREHENSIVE SCHOOL
11-18
HEAD OF MODERN LANGUAGES - Salary Scale 3
Well qualified teacher for January, 1988.
Stamped addressed envelope for application form and further details to the Area Education Office, York Road, Peterlee, Co. Durham.
Closing date for receipt of applications: 18th September 1987. (13673) 133616

SHROPSHIRE
BLESSED ROBERT JOHNSON CATHOLIC COLLEGE
Whitchurch Road, Wellington, Telford

HEAD OF MODERN LANGUAGES

Required as soon as possible to organise and teach French and Spanish within the Modern Languages Faculty. Scale 3.

Applications by letter to the Head immediately giving names and addresses of two professional referees (30480) 133618

Scale 2 Posts and above

ESSEX
CHIGWELL SCHOOL
Graduate required January 1988 to teach FRENCH. See Independent Schools. (17144) 133620

Scale 1 Posts

ESSEX
FRYERNS SCHOOL
Crayfields, Basildon SS14 3RN
Tel: 0268 25111
(Roll 900)
TEACHER OF FRENCH WITH SPANISH SCALE 1
Required for September, a permanent full-time teacher of French with some Spanish. A Scale 2 post of responsibility could be made available for any experienced candidate appointed before 1st October. Housing usually available.
Details and application forms from Headmaster, London Fringe Allowance £282 per annum payable. (03049) 133622

Music

Heads of Department

DURHAM
COUNTY COUNCIL
CONSETT-BLACKHYNE COMPREHENSIVE SCHOOL
11-18
HEAD OF MUSIC - Salary Scale 3
Well qualified and experienced teacher required for January, 1988.
Stamped addressed envelope for application form and further details to the Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications: 18th September 1987. (13677) 133616

Scale 1 Posts

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
HIGHDOWN COMPREHENSIVE SCHOOL
Reading
Tel: Reading 475022
N.O.R. 1,150
Required September 1987 a scale 1 teacher post in the music faculty. The music centre is a splendid 150 capacity hall and the subject is strong within the school where it is a compulsory subject for the first three years, and a popular option in years 4 and 5. It is hoped to revive 'A' level in the near future.
Application forms and further details are available from the headmaster.
Closing date: 21st September 1987.
An Equal Opportunity Employer. (16998) 133623

BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3363
A part-time Teacher of MUSIC at this 11-18, co-educational, comprehensive school. (6th Form 140). Ability to contribute to the extra-curricular life of the school essential.
Applications (no forms) together with c.v. and the names and addresses of two referees to the Headmaster at the school. Required as soon as possible. (03003) 133622

HARROW
EDUCATION COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, Harrow, Middx. HA2 8AG

Tel: 422 4675

MUSIC SCALE 1

Required as soon as possible a part-time (0.4) member of staff to join the popular mixed 11 to 18 school. Applicants should be sympathetic to the development of music-making just is a popular GCSE option and a wide range of music is encouraged. The school is a participant in a successful Multicultural Music Project.
Please apply in writing to the Headteacher with curriculum vitae in the first instance.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher by 16th September 1987.
Please enclose a stamped addressed envelope. (12662) 133611

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
FARTOWN HIGH SCHOOL
Woodhouse Hall Road, Huddersfield HD2 1DJ

Ref: 1034

Required from September, 1987 for one year only, a temporary teacher of music and R.E. in this 11-16 mixed comprehensive school.
Salary will be paid in accordance with the Teachers Pay and Conditions Act, 1987 on the main scale.
Application forms and further details (safe please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates a Equal Opportunities policy, full details of which will be supplied to all applicants. (16268) 133616

LONDON SW2
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
195 Dulwich Rd SW2 3UP
Tel: 01-674 5554
Church of England Comprehensive School for Girls
Headmistress Miss R.M.K. How, M.A.
Roll: 480
Required a.s.a.p., part-time (0.5) Music teacher to lead class Music in Years 7-9 as preferably in share in G.C.E.'s teaching.
Apply in writing to the Headmistress with Curriculum Vitae, names of two referees (30036) 133611

SOMERSET
COUNTY COUNCIL
Development Plan for Music
Somerset
FULL-TIME BRASS TEACHER
For further information plus see under the Somerset County Council's composite advertisement on Page 60. (13672) 133611

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
DEPARTMENT OF EDUCATION
Municipal Offices, Cleveland Street, Birkenhead L41 6NW
Required for 1st October 1987 or as soon as possible thereafter.
Applications are invited from suitably qualified teachers for the post of 0.4 time Violin Teacher Scale 1.
Application form and further details available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH to whom they should be returned by 18th September, 1987. (12625) 133611

Mid Glamorgan
COUNTY COUNCIL
Education Department

Required as soon as possible

MERTHYR TYDFIL DISTRICT

AFON TAF HIGH SCHOOL
RE-ADVERTISEMENT

Graduate or teacher of MATHEMATICS qualified to teach the subject throughout the 11-16 age range.

Previous applicants need not re-apply since their applications will automatically be reconsidered.

Main Scale (currently Scale 1/2)

Application forms to be returned by 18th September, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Pontmorlais, Merthyr Tydfil, CF47 8UA, Tel: Merthyr Tydfil (0685) 2761.

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RHONDDA DISTRICT

FERNDALE COMPREHENSIVE SCHOOL

Graduate or teacher of MATHEMATICS qualified to teach the subject to pupils in Years 1-5. The ability to teach in Computer Studies/Information Technology area will be an advantage. Main Scale (Currently Scale 1/2).

Application forms to be returned by 18th September, 1987, obtainable on receipt of a stamped addressed, foolscap envelope from the District Education Officer, Crawshay Street, Ton Pentre, CF41 7ER, Tel: Tonypendy (0443) 421888.

AN EQUAL OPPORTUNITIES EMPLOYER

E ROBERTS
DIRECTOR OF EDUCATION
(16761)

County Music Centre
East Sussex
An enthusiastic full-time teacher of
VIOLIN/VIOLA
is required as soon as possible, to teach in schools and at one of the new Music Centres. The successful candidate will have opportunities to:
– teach in schools
– teach at a Music Centre
– play in staff ensembles
– participate in the Summer School
– coach ensembles
Salary Scale 1 for qualified teacher, but experienced performers who are not qualified teachers are also encouraged to apply for a post on the Specialist Instructor Scale. Applicants must possess a current driving licence. Relocation grants available in approved cases.
Application forms and further particulars available from the County Music Centre, Watergate Lane, Lewes BN7 1UG (foolscap sae please).
East Sussex is committed to equal opportunities. (14761)

Pastoral

Heads of Department

HERTFORDSHIRE
SIR FREDERIC OSBORN SCHOOL
Hertford Lane, Welwyn Garden City AL7 2AF
Required for January, 1988, until the end of Summer Term 1989, to cover secondment, a teacher to act as Head of Sixth Form. (6-form entry 11-18 all ability School with a strong sixth form tradition and currently 100 (mainly 'A' level students) in the sixth form).
Applications are invited from teachers throughout the curriculum range to fill what is a permanent subject teacher vacancy; a temporary Scale 4 post is available to undertake the sixth form responsibility, with membership of senior management team in this TVEI Extension School.
Further details and applications forms available from the Head, Mrs J. Bennister at the School. (Tel: (0707) 35057.)
Closing date: 3 October 1987. (16936) 134018

Physical Education

Scale 1 Posts

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
HIGHDOWN COMPREHENSIVE SCHOOL
Emmer Green, Reading RG4 8LR
N.O.R. 1,152
Required September 1987 teacher of Boys' Physical Education for a temporary scale 1. Accommodation includes a gymnasium, swimming pool, two squash courts and extensive playing fields including all weather pitch.
Application forms and further details may be obtained from the Headmaster to whom completed forms should be returned as soon as possible.
An Equal Opportunity Employer. (11709) 134422

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
HIGHDOWN COMPREHENSIVE SCHOOL
Reading
Tel: Reading 475022
N.O.R: 1150
Required September 1987 specialist teachers of boys' Physical Education for a scale 1 post vacancy. Accommodation includes a gymnasium, swimming pool, two squash courts and extensive playing fields including all weather pitch.
Application forms and further details may be obtained from the Headmaster.
Closing date: 21st September 1987.
An Equal Opportunity Employer. (16997) 134422

BROMLEY
CHARLES DARWIN SCHOOL
Keston Village Hill, Kent TN16 1AD
Tel: 0959 74043
Required as soon as possible a temporary (one term) or permanent teacher of boys P.E. (Scale 1) for this 11-18 mixed, 6th form, country comprehensive with a Sixth Form of 120. We are seeking a gifted teacher who will make a significant contribution to the teaching at this well equipped school.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance is payable.
Further details and application form from and returnable to the Headmaster David Bennett, B.Sc., (phone telephone). Closing date: 18th September 1987. (03091) 134222

KIRKLEES
METROPOLITAN COUNCIL
BATTEYFORD MIDDLE
Please see main advertisement under Science. (12695) 134422

Lancashire
County Council
An Equal Opportunities Employer welcoming applications from all sections of the community.
Unless otherwise stated the following are required for the 1st January 1988, and the closing date is 17th September 1987.
Unless otherwise stated application forms/further details from/to the Headteacher at the relevant school (SAE please)

COUNTY AND CONTROLLED SECONDARY SCHOOLS

Brierfield Mansfield High
Elland Road, Brierfield, Nelson (794 on Roll)
MAIN SCALE + £3,000 pa Incentive allowance – HEAD OF SCIENCE – Physics specialist preferred.

Heysham High
Limes Avenue, Morecambe (1225 on Roll)
Required as soon as possible
MAIN SCALE – German to 'A' level

Fulwood High
Black Bull Lane, Fulwood, Preston (956 on Roll)
MAIN SCALE – English

Leyland Wellfield High
Wellfield Drive, Leyland, Preston (884 on Roll)
MAIN SCALE – Science with Technology

Walton-le-Dale High
Brindle Road, Bamber Bridge, Preston (860 on Roll)
MAIN SCALE – Head of Department – Geography

Penwortham Girls High
Cop Lane, Penwortham Preston (694 on Roll)
MAIN SCALE – English

Ormskirk Cross Hall High
Wigan Road, Ormskirk, (1120 on Roll mixed)
MAIN SCALE – PE

Re-advertisement
Accrington Moorhead High
Cromwell Avenue, Accrington (1012 on Roll)
MAIN SCALE – English

VOLUNTARY AIDED SECONDARY SCHOOLS
In which the Governor are the employers

Poulton-Le-Fylde Baines High (Aided)
Highcross Road, Poulton-le-Fylde (600 on Roll – 130 sixth form)
HEADTEACHER – GROUP 10
Application forms/further details from/to the Clerk to the Governors at the school.

Blackpool St Mary's RC High (Aided)
St Walburgas Road, Blackpool (1137 on Roll including sixth form)
MAIN SCALE – TWO POSTS
(1) Religious Education (2) German
– Catholic Teaching certificate preferred.

Longridge St Cecilia's RC High (Aided)
Chapel Hill, Longridge, (370 on Roll)
MAIN SCALE – Biology to GCSE level and Integrated science Catholic Teaching Certifiate preferred.

03745

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
HIGHDOWN COMPREHENSIVE SCHOOL
Reading
Tel: Reading 475022
N.O.R: 1150
Required September 1987 specialist teachers of Physical Education for a scale 1 post vacancy. Accommodation includes a gymnasium, swimming pool, two squash courts and extensive playing fields including all weather pitch.
Application forms and further details may be obtained from the Headmaster.
Closing date: 21st September 1987.
An Equal Opportunity Employer. (16997) 134422

BROMLEY
CHARLES DARWIN SCHOOL
Keston Village Hill, Kent TN16 1AD
Tel: 0959 74043
Required as soon as possible a temporary (one term) or permanent teacher of boys P.E. (Scale 1) for this 11-18 mixed, 6th form, country comprehensive with a Sixth Form of 120. We are seeking a gifted teacher who will make a significant contribution to the teaching at this well equipped school.
Situated in the green belt on top of the North Downs the school is within easy reach of a wide variety of accommodation. Outer London Allowance is payable.
Further details and application form from and returnable to the Headmaster David Bennett, B.Sc., (phone telephone). Closing date: 18th September 1987. (03091) 134222

KIRKLEES
METROPOLITAN COUNCIL
BATTEYFORD MIDDLE
Please see main advertisement under Science. (12695) 134422

EALING
LONDON BOROUGH
EDUCATION SERVICE
FEATHERSTONE HIGH SCHOOL
11 Montague Ways, Southall UB2 5HP
Required as soon as possible a temporary Teacher of Girls' P.E. (Scale 1) to join a lively and well established faculty.
This is a temporary post to cover a maternity leave. London Weighting £1,215 p.a. Special Priority Allowance payable.
Application forms from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81, Uxbridge Road, London W5 5SU. (SAE) to be returned by 25th September 1987.
Ealing's Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (11723) 134222

Religious Education

Heads of Department

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT

HEAD OF RELIGIOUS AND SOCIAL EDUCATION (Scale 3)

Required at Elton High School, Walshaw Road, Bury BL8 1RM, to teach all levels up to and including G.C.E. The post involves responsibility for the School's Community Service Programme and the development of Social Education in the curriculum.
Application forms and further details obtainable from and returnable to the Headteacher at the School by Friday 18th September 1987. (30041) 134418

CUMBRIA
COCKERMOUTH SCHOOL
Castlegate Ave, Cockermouth CA13 9HE
Co-ed Comprehensive, mixed 11-18 N.O.R. 1,007
HEAD OF DEPARTMENT OF R.E.
Required for January 1988, to teach Religious Education potentially to all levels and to lead the Personal and Social Education Department - with a strong commitment to developing pupil centred learning approaches. Salary will be paid on main scale with an incentive allowance of £1,000).
Application forms and further details from the Head at the School. Closing date 18th September 1987. (11708) 134418

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
FARTOWN HIGH SCHOOL
See main advertisement under Music Posts. (16699) 134422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
NEWARKE SCHOOL
Imperial Avenue, Leicester LE2 3RN
(11-16) NOR 589
Scale 1 RELIGIOUS STUDIES
Required September for one term to take responsibility for Religious Studies throughout the school to the ability range. The successful candidate will be required to contribute to the teaching of integrated humanities and personal and social development in the 4th and 5th years.
Please contact the Headteacher for further details and application form (SAE). (30432) 134422

EALING
LONDON BOROUGH
EDUCATION SERVICE
FEATHERSTONE HIGH SCHOOL
11 Montague Ways, Southall UB2 5HP
Required as soon as possible a temporary Teacher of Girls' P.E. (Scale 1) to join a lively and well established faculty.
This is a temporary post to cover a maternity leave. London Weighting £1,215 p.a. Special Priority Allowance payable.
Application forms from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81, Uxbridge Road, London W5 5SU. (SAE) to be returned by 25th September 1987.
Ealing's Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (11723) 134222

HERTFORDSHIRE
NICHOLAS BREAKSPEAR R.C. SCHOOL
Colney Heath Lane, St. Albans, Herts.
(Group 10)
Required as soon as possible, Teacher of R.E. Scale 1: At Nicholas Breakspear R.C. School (5/6 Form Entry. All ability 11-18, Upper). To cover MATERNITY LEAVE.
Application forms and further details from the Headmaster or please enclose a S.A.E. (16925) 134442

Rural Science

Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
CONSETT-NORTSIDE COMPREHENSIVE SCHOOL
11-16 Years
HEAD OF RURAL SCIENCE - Salary Scale 2
U.S.S. Experienced teacher required for January, 1988 or earlier if possible to teach the subject up to G.C.S.E. level.
Stamped addressed envelope for application forms and further details to the Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications: 18th September, 1987. (13676) 134420

SOAR VALLEY COMMUNITY COLLEGE, Glenagles Avenue, Leicester LE4 7GY. (11-16) NOR 1173.
COMMERCIAL SUBJECTS — Required a teacher for present courses, including typewriting (Pitman + RSA) Shorthand/Typewriting and accounts (GCSE).
Business Studies courses in TVEI are expected to be introduced in September and a teacher is sought who is interested in the development of negotiated learning programme and the teaching of word processor, computer skills and application in the business world.

Science

Heads of Department

CHESHIRE
EDUCATION COMMITTEE

RUDHEATH HIGH SCHOOL
Shipbrook Road, Rudheath, Northwich, Cheshire CW9 7DT
Comp Mixed 11-16 N.O.R. 840 (inc. Spec. Needs)

HEAD OF SCIENCE
SENIOR TEACHER SCALE

Required for 1 January 1988 a Head of Science *Department in this 11-16* school. The school has excellent facilities and pupils reach a good standard in public examinations. The Department has been in the forefront of curricular innovation in recent years, pioneering alternative courses for pupils to supplement traditional academic courses. There have also been rapid developments in the field of microelectronics, computer assisted learning and Cheshire's own courses within the Science Department.
The Governors will seek to appoint a person of experience with good management skills who can continue the development work in the Department with particular regard to Technology and T.V.E.I. (B). The successful candidate will be expected to negotiate responsibility for another, perhaps non-curricular, facet of the school organisation as a member of the Senior Management Team. The post is currently at Senior Teacher level and will enjoy similar status in the new salary structure.
The post has become vacant following the retirement of the present Head of Department who, in addition to teaching Physics and General Science, had been closely involved in many recent Cheshire innovations in Science for the whole ability range.
Closing Date: Monday 28 September 1987.
Application form and job description available from the Headmaster at the school on receipt of s.a.e. (17204) 134418

HERTFORDSHIRE
NICHOLAS BREAKSPEAR R.C. SCHOOL
Colney Heath Lane, St. Albans, Herts.
(Group 10)
Required as soon as possible, Teacher of R.E. Scale 1: At Nicholas Breakspear R.C. School (5/6 Form Entry. All ability 11-18, Upper). To cover MATERNITY LEAVE.
Application forms and further details from the Headmaster or please enclose a S.A.E. (16925) 134442

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e. please).

SECONDARY

SCALE 2

NEWARKE SCHOOL, Imperial Avenue, Leicester LE3 1AH (11-16) NOR 589.
RELIGIOUS STUDIES — Required January 1988 to take responsibility for Religious Studies throughout the school and to teach across the ability range. The successful candidate will be required to contribute to the teaching of integrated humanities and personal and social development in the 4th and 5th years.

SCALE 1

ASHBY GRAMMAR SCHOOL, Leicester Road, Ashby de la Zouch, Leics. (14-18) NOR 1288.
HISTORY — Required January a suitably skilled and experienced teacher to teach across the age range.

KING EDWARD VII COLLEGE, Warren Hills Road, Coalville, Leics. (14-18) NOR 980.
ENGLISH — Required January 1988. An English specialist to teach the N.C. Mode 3 Language and Literature, GCSE syllabuses and 'A' level English Language studies. Experience of Team resourcing, the use of computer and familiarity with records of achievement would be advantageous.

BEAUMONT LEYS SCHOOL, Anstey Lane, Leicester LE4 0FL. (11-18) NOR 898.
ESL — Required as soon as possible a teacher of English as a second language (Section II). The successful candidate will work as part of a team providing for the needs of ethnic minority pupils across the curriculum.

SOAR VALLEY COMMUNITY COLLEGE, Glenagles Avenue, Leicester LE4 7GY. (11-16) NOR 1173.
COMMERCIAL SUBJECTS — Required a teacher for present courses, including typewriting (Pitman + RSA) Shorthand/Typewriting and accounts (GCSE).
Business Studies courses in TVEI are expected to be introduced in September and a teacher is sought who is interested in the development of negotiated learning programme and the teaching of word processor, computer skills and application in the business world.

PRIMARY

HEADSHIP

BRIDGE JUNIOR SCHOOL, Mere Close, off Mere Road, Leicester LE5 3DL. Group 4. NOR 256.
Headteacher required for January 1988 in this thriving junior school in an inner urban area with a multi-cultural community of approx 240 pupils.
Further details and application form available from the Director of Education, County Hall, Glenfield, Leicester LE3 8RY (s.a.e.) to be returned not later than 21st September 1987.

DEPUTY HEADSHIP

MELLFIELD PRIMARY SCHOOL, Hat Road, Braunstone, Leicester LE3 2WF. Group 4. Headteacher: Mr. B. R. Wilson.
Deputy Headteacher required for this well established school serving a suburban area of private housing. Applications are welcome from appropriately experienced teachers who are able to play an influential part in the continued development of an effective curriculum throughout the school. Closing date: 18th September 1987.

HUMBERSTONE JUNIOR SCHOOL, Main Street, Humberstone, Leicester LE5 1AE. Deputy Head Group 5.
Required January 1988. Applications are invited from experienced and enthusiastic teacher for this well established please retain suburban junior school.
Closing date: 18th September 1987.

SCALE 1/2

BELGRAVE C.E. PRIMARY SCHOOL, Thurcaston Road, Leicester LE4 6PG. NOR 184.
Required January, an adaptable versatile teacher interested in all aspects of primary school curriculum with particular interest in Special Needs, Science, Games, Drama and Art and Craft. Also to be willing to contribute towards curriculum development within the school and to organise and run an out-of-school activity. This is a scale one post with possibility of scale 2 to suitable candidate.
This is a re-advertisement. Previous applicants need not re-apply.

SCALE 1

ST. PETER'S R.C. (A) Primary School, London Road, Hinckley, Leics. NOR 234.
Required January 1988, a suitably qualified and experienced teacher for 1st year juniors. Practising Catholic preferred.

BROWNLOW COUNTY PRIMARY SCHOOL, Limes Avenue, Melton Mowbray, Leics. NOR 484.
Required 26th October an experienced primary teacher, initially for Upper Juniors but willing to teach whole film to lower age range. Music/performing arts an advantage with commitment towards developing communication skills.

SPECIAL

HEADSHIP

FOREST WAY, Cropston Drive, Coalville, Leicester LE6 3HB. Group 4(a) NOR 86.
Co. educational day school for pupils with severe learning difficulties. Approx. 50 on roll, age range 3-19 years.
Application forms and further details and job descriptions from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (s.a.e. please) to whom applications should be returned by 21st September 1987.

THE MILLGATE CENTRE, Scott Street, Leicester. Group 5 (i).
Head required for January 1988 for this day and residential unit for secondary aged children with emotional and behavioural difficulties. Millgate Centre is in the City of Leicester but has developed as a resource for the whole county, offering support to individual children and their families as well as maintream schools.
Further details and application form from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (s.a.e. please) to be returned not later than 21st September 1987.

BROADVIEW FURTHER EDUCATION CENTRE, Ashfield School.

BURNHAM F.E. LECTURER I

(£8,643 – £11,661 — award pending)
Required for January 1988 or earlier, an enthusiastic and creative person preferably with experience of teaching post 16 special needs students to help set up, co-ordinate and manage the new Broadview Further Education Centre at Ashfield School.
This Centre will cater for a small group of physically disabled young people who will participate in a variety of courses in different educational establishments including FE Colleges and the Open University.
For application forms and further details, please write to Director of Education (Further Education Branch), County Hall, Glenfield Leics LE3 8RF. Closing date for applications is 23th September 1987.

Cleveland County Council
An equal opportunities employer.
Closing date: 18th September, 1987.
APPLICATION FORMS AND FURTHER DETAILS OBTAINABLE FROM AND RETURNABLE TO THE HEAD TEACHER AT THE SCHOOL. APPLICATIONS BY LETTER SHOULD INCLUDE DETAILS OF EDUCATION, TRAINING, QUALIFICATIONS AND EXPERIENCE TOGETHER WITH THE NAMES AND ADDRESSES OF TWO REFEREES. FINANCIAL ASSISTANCE WITH HOUSEHOLD REMOVAL EXPENSES MAY BE AVAILABLE IN APPROVED CASES.
OUR LADY AND ST. BEDE'S R.C. (AIDED) SCHOOL (11-18 mixed comprehensive, 846 on roll), Blahopton Road West, Stockton, Cleveland, TS19 0QH (Tel. Stockton 615401).

Head of Religious Education
(Rate D)
Applications are invited form suitably qualified and experienced teachers for the post of Head of Religious Education at this Roman Catholic School from January, 1988. The post carries an incentive allowance at Rate D.
NUNTHORPE SCHOOL (11-16 mixed comprehensive, 1105 on roll), Guisborough Road, Nunthorpe, Middlesbrough, Cleveland, TS7 0LA (Tel. Middlesbrough 310581).

Head of Religious Education
(Rate B)
Required for January, 1988; an experienced, enthusiastic and imaginative teacher to be Head of the Religious Education Department. The post carries an incentive allowance at Rate B. (50764)

EQUAL OPPORTUNITIES POLICY Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability and will be considered on the basis of suitability for the post and experience and not prejudiced by any of these factors.

SECONDARY SCIENCE continued

CUMBRIA

COCKERMOUTH SCHOOL
Castlegate Drive, Cockermouth CA13 9HL
(County Comprehensive, mixed 11-18) NOR 1,027
HEAD OF SCIENCE
Required from January 1988, to head a department of 11. Physicist preferred. (Salary to be paid on matrix scale with an incentive allowance of £3,000).
Application forms and further details from the Head at the School. Closing date 18th September 1987. (T1700) 134818

DURHAM

COUNTY COUNCIL
HUMMERSKNOTT COMPREHENSIVE SCHOOL
Darlington
11 - 16 Years
HEAD OF SCIENCE - Salary scale 4
Well qualified and experienced teacher required for January, 1988 or earlier if possible.
Stamped addressed envelope for application form and further details to Area Education Office, Crula Lea, Uplands Road, Darlington DL3 7SW.
Closing date for receipt of applications is 18th September, 1987. (12680) 134818

WARWICKSHIRE

KINGSBURY SCHOOL
Tamworth Road,
Kingsbury, Tamworth,
Staffordshire B78 2LT

HEAD OF PHYSICS
Professional Grade
Incentive B

Required for January 1988. Applicants should be interested in the modular or integrated approach to science.

Please apply to the school for an application form and further details.

Warwickshire is an equal opportunities employer. (12690) 134818

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

Applications are invited for the following posts for January 1988 unless otherwise stated. Unless otherwise indicated application form and further details (large sae please) from the Head at the school.

SECONDARY EDUCATION

1 — DEPUTY HEAD GROUP 10
2 — HEAD OF SCIENCE, SCALE 4
The Blake School, Bridgwater.
(11-16 mixed, nor 710)
1 — To join the management team of this school, able to contribute to all aspects of the management, policymaking and development of the school. Specific responsibilities will be negotiated but the postholder will have a major responsibility for the welfare of girls.
2 — A graduate teacher. The postholder will have a full responsibility for the development, resourcing and delivery of the science curriculum. Qualifications in Physics and/or Chemistry would be an advantage. The school is particularly interested in integrated approaches to science and involvement in TVEI extension.
Closing date for both posts 16th September.

1 — DEPUTY HEADTEACHER GROUP 11
2 — HEAD OF ENGLISH SCALE 4
Huish Episcopi School, Langport
(11-16 mixed, nor 1200)
1 — To play a major role in senior management team, to share responsibility in both curriculum and pastoral fields and to assume key responsibility for timetabling.
2 — Appropriate experience and awareness of the range of English both within the 11-16 phase, and phases before and after.
Closing date for both posts 16th September.

GERMAN AND FRENCH SCALE 1
Kings of Wessex VC Upper School, Cheddar
(13-18 mixed, nor 670 + 160 in sixth)
Required as soon as possible, to teach up to GCSE and if possible A level German. This is a temporary appointment for one year in the first instance.
Please telephone the Head at the school — Cheddar 742608 — for further details of the school and post.

SPECIAL EDUCATION

TEACHER SCALE 1 + SSA
Fiveways Special School, Yeovil.
(2-16 special, nor 80)
For a class of ten profoundly and multiply handicapped pupils age range 4-16 years. Specialist training or qualification essential.

PRIMARY HEADSHIPS

HEADSHIP GROUP 5
Wellsprings County Primary School, Taunton.

HEADSHIP GROUP 1
Stogumber CE VC Primary School, Taunton.

HEADSHIP GROUP 1
Crowcombe VA Primary School, Taunton.

For all three posts — application form and further details from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY. Closing date 24th September 1987.

PRIMARY DEPUTY HEADTEACHERS

DEPUTY HEADTEACHER GROUP 3
Ashcott County Primary School, Ashcott, Bridgwater.
Closing date 21st September.

DEPUTY HEADTEACHER GROUP 3
Dulverton First School, Dulverton.
Interested in full age range 4-9 years. Music and/or sport an advantage. Closing date 21st September.

DEPUTY HEADTEACHER GROUP 2
Nunney County First School, Nunney
Candidates should have experience of the first school age range.
Closing date 21st September.

DEPUTY HEADTEACHER GROUP 2
Baltonsborough VC Primary School, Glastonbury.
To teach upper Juniors. Candidates should be willing to take an active part in curriculum development and contribute to all aspects of school life.
Apply by letter to the Head at the school, with full cv and the names and addresses of two referees. Closing date 21st September.

DEVELOPMENT PLAN FOR MUSIC IN SOMERSET

FULL-TIME BASS TEACHER
Area 3 — Wells/Glastonbury/Street/Huish Episcopi
Applicants should have experience in teaching more than one type of brass instrument. All applicants should be qualified teachers according to Burnham regulations. A scale 2 allowance will be paid to suitably experienced candidates and an essential car user allowance will be paid.
Apply for application form and further details (large sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY. Closing date 24th September. (807/7)

Scale 2 Posts and above

CAMBRIDGESHIRE

AN EQUAL OPPORTUNITY EMPLOYER
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Huntingdon, Cambs
11-18 Mixed Comprehensive, Voluntary Controlled
(1650 on Roll)
SCIENCE SCALE 2
A teacher of Science is required for January 1988 to join one of the school's major departments and to take responsibility for the organisation of Science Courses in years 1-5. The ability to teach all age groups and an interest in Nuffield Science are desirable.
Fully developed comprehensive school in outstanding setting serving Huntingdon and neighbourhood.
A willingness to undertake extra curricula activities highly desirable.
Applications by letter with full CV, and names of 2 referees to be received as soon as possible.
Further details may be requested by telephone (0480 51121) or by writing to the Headmaster. (3052B) 134820

HARROW

EDUCATION COMMITTEE

PARK HIGH SCHOOL
Thistlecroft Gardens,
Stanmore, Middlesex

Tel: 01-952 1379

INTEGRATED SCIENCE WITH PHYSICS SCALE 2

Required ASAP by this 7/8 F.E. Co-educational comprehensive High School (12-16 years) situated in a pleasant residential area.

This is a temporary appointment during a period of maternity leave but offers the opportunity to work in a well equiped and enthusiastic department covering the whole of the age and ability range to GCSE level. The successful candidate will be responsible for integrated Science in the lower school but will share in the teaching of Physics in the Upper School.

Application forms from and to be returned to The Headteacher by 16th September 1987.

Please enclose stamped addressed envelope. (12664) 134820

Scale 1 Posts

BIRMINGHAM

EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
251 Chilhorne Road,
Birmingham B15 1AX
Required in January, 1988, a QUALIFIED AND ENTHUSIASTIC TEACHER for GCSE CHEMISTRY AND PHYSICS.
This appointment can be temporary in the first instance.
An interest in organising the Photography Club would be an advantage.
Applications, with curriculum vitae and name and address of two referees, to the Headmaster at the College by 14th September, 1987. (17441) 134822

BUCKINGHAMSHIRE

MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley
Milton Keynes MK3 6EW
Headteacher: Mr. S. Hughes, B.Sc.
Required for January 1988, a teacher of Science to join a lively team working in well equipped laboratories. Modular courses operate throughout to G.C.S.E. level with 'A' levels in Physics, Chemistry and Biology. Main scale post (currently Scale 1).
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in area.
Application forms and further details are available from the Headteacher on receipt of an A5 Stamped addressed envelope. (16972) 134822

ENFIELD

LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middx. EN1 1YQ
Roll 1,100
Required as soon as possible, enthusiastic teacher to teach INTEGRATED SCIENCE up to G.C.S.E. standard. All pupils follow an integrated Science course in their first five years, leading to single or double certification in G.C.S.E. In the sixth form, biology, chemistry and physics are taught to 'A' level and M.G.C.S.E. courses are being developed in these subjects.
London Allowance, £763.
Applications by letter direct to the Headmaster, enclosing a c.v. and the names and addresses of two referees.
An equal opportunity employer. (16660) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
SWADELANDS SCHOOL
Lenham, Maidstone ME17 2QJ
Teacher of GENERAL SCIENCE required immediately for this mixed High School in attractive rural setting close to country town, with excellent road and rail links with London and the Channel ports. Colleges leavers welcome.
Apply to Headteacher (Tel. Maidstone (0622) 858287

Scale 2 Posts and above

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
AWYDDI DYSGU
Ar gyfer Medi 1987 neu gynted a phosib wedi hynny:-
YSGOL GYFUN Y CYMER
Porth
ALLHYSBYSIR
Ar hyn o bryd Saesneg yw'r cyfrwng dysgu yn yr ysgol. Ni ddaw rhagor o blant Saesneg i'r ysgol yn y dyfodol ond bydd dileuliad presennol yn gallu goroesi am beth amser eto. Daw y plant Cymraeg cyntaf i mewn ym mis Medi 1988. O hynny i fis Medi 1991 byddy Gymraes a'r Saesneg yn astyngiau dysgu. O fis Medi 1991 Cymraeg fydd iaith gyntaf yr ysgol. Disgwylir, felly, fe'r ymgeiswyr am y swyddi canlynol allu dysgu drwy gyfrwng y ddwy iaith a bydd yn dymuno'r iddynt, hefyd, allu siarad ar ysgrifennu Cymraeg yn rhuglac chywir.
PENNAETH YR ADRAN FFISEG
Athro/athrawes brofiadol, gyda chymwysterau addas i draefnu a dysgu'r pwnc hyd at safon un a T.G.A.U. ar l gynorthwyo gyda Gwyndodiaeth Cyffredinol yn yr Ysgol Isaf. Graddfa Cyflog 3, Dyletswyddau Cyfrifol yn ychwanegol at ddysgu. Bydd yn ofynnol i'r deiliad fod yn gymwysedig i ddysgu Cymraeg yn rhugl ac yn gywir.
Cais (ffurflenni cais i'w cyflwyno erbyn 18 Medi, 1987 i'r uchod gyda manylion ffwlagap wedi'i chfeirio at y stampio, addi ch y Cyfarwyddwr Addysg, Adran Addysg, Neuadd y Sir, Caerdydd CF1 3NF. Tel: Caerdydd (0222) 820232.
CYFLOGWR CYFLE CYFALTAR. (30425) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
WIRRAL COUNTY GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral L63 3AF
940 Girls 11-18 with over 250 in the Sixth Form
Required for the beginning of October 1987 to cover a permanent teacher on Maternity Leave, FULL TIME TEMPORARY ASSISTANT TEACHER SCALE 2 FOR PHYSICS (2/3) CHEMISTRY up to 'A' Level.
Salary for this post is paid on a daily rate basis.
Apply by letter to the Headteacher enclosing a C.V. and the names and addresses of two referees. (12626) 134822

NORTHAMPTONSHIRE

CORBY KINGSWOOD SCHOOL
Gainsborough Road, Corby, Northants. NN18 9NS
Required for January, 1988 - Teacher of Science, qualified to teach Chemistry up to 'A' level; sympathy with 'Integrated Science' is essential. Science courses are well established throughout the school and there is a successful record of University entrance.
Kingswood is a 6fe 11-18 comprehensive school of 940 pupils, and is pleasantly situated on the outskirts of the town.
Further details and application form are available from the Headmaster (SAE please).
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12609) 134822

SHROPSHIRE

ADAMS GRAMMAR SCHOOL
NEWPORT
HABERDASHERS' COMPANY
SCIENCE AIDED SCHOOL
1420 boys including 140 boarders and nearly 100 in sixth form.)
Required for January 1988 a well qualified and imaginative teacher of CHEMISTRY, to join a vigorous and highly successful dept. Equipped for GCSE and Advanced level for suitably qualified teacher.
Strong tradition — Motor Sixth Form Subject.
Four science laboratories and computing centre.
Permanent post. Main Professional scale 1 (equivalent in former scale 1).
Application from newly qualified teachers as well as established ones, will be very welcome.
Opportunity to be a boarding house tutor in return for board and lodging.
Application (no format) to the Headmaster with c.v. and names and addresses of two referees as soon as possible (SAE).

Speech and Drama

Heads of Department

BUCKINGHAMSHIRE

MILTON KEYNES AREA
LUNDGREN HOUSE
The Grove, Newport Pagnell MK16 0HL
Headteacher: Mr. M. Cole, B.A.
Required from January 1988 teacher in charge of Drama, to lead a team of three, in a school with very mixed Drama facilities. A creative arts teacher with Music, Drama or Art as compulsory part of the course. Aim for all up to GCSE. Incentive allowance point 3, £1,082 p.a. (currently 5).
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (16966)

Scale 2 Posts and above

HAVERING

LONDON BOROUGH OF HAVERING
EDUCATION DEPARTMENT
SCALE 3 TEMPORARY ADVISORY DRAMA TEACHER
Required for September. Advisory Teacher of Drama Scale 3, (or equivalent).
Teacher is required to work with a team mainly based in with school based INSET to support and develop drama in one of the following areas: would be an advantage: drama, Expressive Arts in education integrated studies, Arts in the curriculum, drama in the arts; special needs.
This post is for one term.
Letters of application detailing full curriculum vitae and the names of two referees should be sent to the Adviser, London Borough of Havering, Mercury Gardens, Romford, Essex RM1 3UH. By the 14th October, 1987. (16951)

Re-orientation Programme for ex-Primary Teachers

The Authority has launched an innovative new programme for ex-primary teachers who may have uncertainties about returning to the classroom after a period outside of the profession. Without requiring any commitment on your part, the 2-4 week programme offers the opportunity to take an up to date look at primary teaching with today's ILEA and includes visits to schools and resource centres. During the programme you would be paid at a daily supply rate and all travel expenses reimbursed. For further details please contact the Staff Section at your nearest Divisional Office.

Hammersmith & Kensington	01-603 3386
Lewisham	01-698 4633
Camden & Westminster	01-486 0199
	01-703 0855
Southwark	01-272 7722
Islington	01-274 6388
Lambeth	01-922 2077
Hackney	01-874 7262
Wandsworth	
City & Tower Hamlets	01-790 1288
Greenwich	01-855 2161

Scale 1 Supply Teachers

There are currently opportunities available in some 1,050 Nursery, Primary, Secondary and Special Schools throughout inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Staff Section at your nearest Divisional Office (see above). Specialist Schools — all are as 01-633 7072.

Inner London Education Authority
EQUAL OPPORTUNITY EMPLOYER

ilea Working in Education

Secondary Education

NORTH WESTMINSTER COMMUNITY SCHOOL
North Wharf Road, W2.
Tel: 01-262 8000 ext 310.
Roll: 1760. Head: Mr M. Marland
1) Part-time (0.2 or 0.3) teacher of English; will also be tutor. Days required are Tuesday all day/Friday pm. SPA allowance.
2) Part-time (0.2) teacher of Business Studies; will also be tutor. To work all day Wednesdays. This is a well-established, multi-campus school with excellent facilities. SPA allowance.
3) Teachers to fill five Section II Academic Support Posts, each equivalent to 0.3 fte. Will involve responsibility for giving academic support to black/ethnic minority pupils. SPA allowance.
4) Teacher(s) to fill two Section II Curriculum Development Posts, each equivalent to 0.2 fte. One for Tutorial Programme, and the other for Science Department. The teacher(s) will work on curriculum development including organisation, content and delivery. SPA allowance.
Further details and applications forms available from Staffing Secretary, on the above telephone number.

Primary Education

ADAMSRILL (JM)
Adamsrill Road, Sydenham, SE26 4AQ. Tel: 01-699 3692.
Roll: 235.
Acting Head: Adam Hawkins
Required ASAP 0.5 part-time teacher to offer skills in a specific area, eg drama, art, music, maths. Must be willing to cover entire Junior range.

JOHANNA (JMSI) (NC)
Lower Marsh, SE1 7RH.
Tel: 01-928 5814
Roll: 185. Head: J. W. Hines
Required September 0.3 vacancy (to be upgraded to 0.5 as soon as circumstances permit). Teacher to work in a co-operative teaching situation throughout the school.
Commitment to anti-racism and anti-sexism essential. Near to Waterloo Station.

SHACKLEWELL (J)
Shacklewell Row, Hackney, E8 2EA. Tel: 01-254 1151
Roll: 174.
Head: Mr N. D. Edwards
Required September ESL Part-time post (3 any days — any hours) negotiated.

SURREY SQUARE (J)
Surrey Square, SE17 2JY.
Roll: 180 approx.
Head: Mr Clive Whitburn
Required from September, Scale One class teacher initially to work with Lower Juniors. Interest in team or co-operative teaching a bonus. Contact Jil Fuller, ILEA Division 8, Teaching Staff. Tel 01-703 0855.

Other than by Subject Classification

Heads of Department

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Morton is an Equal Opportunities Employer
All applications will be considered on their merits
OARTH HIGH SCHOOL
Lillieshall, Morden, Surrey SM4 6DU
Tel: 01-648 4904
Head Teacher: Mr. R.D. Stoker
13-18 years, 700 on roll
Required January 1988 Head of Social Science Faculty Scale 4.
Closing date: October 9th 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (03095) 135618

NORTHAMPTONSHIRE

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE EXTENSION PROGRAMME

Required for January 1988 three Curriculum Co-ordinators to assist with the Authority's Extension Programme.

The appointments are for three years and subject to review.

Curriculum Co-ordinators - Grade E Allowance (current Senior Teacher Scale) for:

1. Science and Technology
2. Business Studies and Information Technology
3. Media and Community Studies

Candidates should be fully aware of the objectives of TVEI, have a sound knowledge of and experience in at least one of the fields listed and an ability to co-ordinate and promote development.

Closing date: 14 days from the date of this advertisement.

Application form and further details from the County Education Officer (Ref. ST/Cu) on receipt of a SAE. Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12610) 135618

NORTH YORKSHIRE

NORTHALLERTON
GRAMMAR SCHOOL
Grammar School Lane,
Northallerton, North Yorkshire
A residential, international and co-educational school.
SIXTH FORM CO-EDUCATION
Required for January 1988, Scale 3, to act as second in a team of three, whose collective responsibility is to run a Sixth Form of nearly 300, which is at an exciting stage of development. You will have specific responsibility for the development of General Studies, work experience and links with commerce and industry. Outstanding teachers, with drive and ambition are invited to send a large s.a.e. for further details, to John Bell, at the school.
Closing date 18th September 1987. (03040) 135618

Scale 1 Posts

DURHAM

COUNTY COUNCIL
GREENFIELD COMPREHENSIVE SCHOOL
Newton Aycliffe
11-16 Years
PHYSICAL EDUCATION (BOYS)/MATHEMATICS - Salary Scale 1
Teacher required for January, 1988. A knowledge of computers and information technology would be an asset.
Stamped addressed envelope for application forms and further details to the Area Education Office, Crogden, Uplands Road, Darlington, Co. Durham.
Closing date for receipt of applications: 18th September, 1987. (12675) 135622

COVENTRY

CITY OF COVENTRY
ASSISTANT TEACHER
Required September 1987 at:-
BLUE COAT C.E. MIXED COMPREHENSIVE SCHOOL
Terry Rd., CV1 2BA
Tel: 0203 23542
(994 on roll)
ECONOMICS AND GEOGRAPHY Scale 1 Full or part-time
An enthusiastic teacher of Economics and Geography to GCSE and 'A' level. Experience and an understanding of the Schools Council Courses would be an advantage. The department is fully committed to curriculum developments, including practical fieldwork.
The Governors would wish to appoint someone with a clear Christian commitment and involvement, though not necessarily Anglican.
Apply immediately by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present Asst. Head Teacher to the Clerk to the Governors c/o the school. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.
We welcome applications from men and women regardless of disability, race or marital status. (16949) 135622

HAMPSHIRE

BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport PO12 2QP
11-16 Mixed Comprehensive - 1,000 on roll
Required as soon as possible Scale 1 teacher of SOCIAL SCIENCE and HISTORY.
Applications in writing, with full curriculum vitae, names/addresses of two educational referees, to the Headteacher as soon as possible, s.a.e. please.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (16688) 135622

NORTHAMPTONSHIRE

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE EXTENSION PROGRAMME

Required for January 1988 three Curriculum Co-ordinators to assist with the Authority's Extension Programme.

The appointments are for three years and subject to review.

Curriculum Co-ordinators - Grade E Allowance (current Senior Teacher Scale) for:

1. Science and Technology
2. Business Studies and Information Technology
3. Media and Community Studies

Candidates should be fully aware of the objectives of TVEI, have a sound knowledge of and experience in at least one of the fields listed and an ability to co-ordinate and promote development.

Closing date: 14 days from the date of this advertisement.

Application form and further details from the County Education Officer (Ref. ST/Cu) on receipt of a SAE. Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12610) 135618

NORTH YORKSHIRE

NORTHALLERTON
GRAMMAR SCHOOL
Grammar School Lane,
Northallerton, North Yorkshire
A residential, international and co-educational school.
SIXTH FORM CO-EDUCATION
Required for January 1988, Scale 3, to act as second in a team of three, whose collective responsibility is to run a Sixth Form of nearly 300, which is at an exciting stage of development. You will have specific responsibility for the development of General Studies, work experience and links with commerce and industry. Outstanding teachers, with drive and ambition are invited to send a large s.a.e. for further details, to John Bell, at the school.
Closing date 18th September 1987. (03040) 135618

Scale 1 Posts

DURHAM

COUNTY COUNCIL
GREENFIELD COMPREHENSIVE SCHOOL
Newton Aycliffe
11-16 Years
PHYSICAL EDUCATION (BOYS)/MATHEMATICS - Salary Scale 1
Teacher required for January, 1988. A knowledge of computers and information technology would be an asset.
Stamped addressed envelope for application forms and further details to the Area Education Office, Crogden, Uplands Road, Darlington, Co. Durham.
Closing date for receipt of applications: 18th September, 1987. (12675) 135622

COVENTRY

CITY OF COVENTRY
ASSISTANT TEACHER
Required September 1987 at:-
BLUE COAT C.E. MIXED COMPREHENSIVE SCHOOL
Terry Rd., CV1 2BA
Tel: 0203 23542
(994 on roll)
ECONOMICS AND GEOGRAPHY Scale 1 Full or part-time
An enthusiastic teacher of Economics and Geography to GCSE and 'A' level. Experience and an understanding of the Schools Council Courses would be an advantage. The department is fully committed to curriculum developments, including practical fieldwork.
The Governors would wish to appoint someone with a clear Christian commitment and involvement, though not necessarily Anglican.
Apply immediately by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present Asst. Head Teacher to the Clerk to the Governors c/o the school. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.
We welcome applications from men and women regardless of disability, race or marital status. (16949) 135622

HAMPSHIRE

BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport PO12 2QP
11-16 Mixed Comprehensive - 1,000 on roll
Required as soon as possible Scale 1 teacher of SOCIAL SCIENCE and HISTORY.
Applications in writing, with full curriculum vitae, names/addresses of two educational referees, to the Headteacher as soon as possible, s.a.e. please.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (16688) 135622

WEST GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
Lecturing vacancy.
See under Tertiary. (03052) 135622

Sixth Form Colleges

Scale 1 Posts

ESSEX

SOUTH EAST ESSEX SIXTH FORM COLLEGE
Runnemede Chase,
Thundersley, Benfleet SS7 1TW
(Roll 1085)
TUTOR IN CHEMISTRY - SCALE 1
Required for immediately: Graduate to teach Chemistry to 'A' level. Please state area of subject offered.
Particulars from and c.v. with reference to the principal. (03048) 140022

WEST GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
Lecturing vacancy.
See under Tertiary. (03053) 140022

OXFORD

ST. CLARE'S
TEACHER OF MATHEMATICS with Further Courses
A residential, international and co-educational school.
Applications or requests for further particulars to: The Principal, 139 Banbury Road, Oxford OX2 7AL. Tel: (0865) 55031. (03058) 140022

Special Education

Headships

BUCKINGHAMSHIRE

COUNTY COUNCIL
PARK CRESCENT SCHOOL
Cressex Road, High Wycombe HP12 4PR
HEADTEACHER
Required for January 1988 - Group3 (SI). Park Crescent is a happy, well equipped school catering for physically handicapped children in the age range 2 - 12 years.
Applicants should have experience in mainstream special schools and should have a commitment to building on and broadening the excellent links that exist with the community and neighbouring schools. The closing date for applications is 18th September 1987.
Application forms and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe. (16988) 160010

LAWRENCE CONSULTING SERVICES Centre for Excellence. See advertisement on Page 53. (30455) 160010

WARWICKSHIRE

NORTHERN AREA
SUPPORT SERVICE FOR CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (KERESLEY SUPPORT CENTRE)

Applications are invited from suitably qualified and experienced teachers for the following posts:

(1) Head of Service (Head, Group 5(B))

(2) Deputy Head of Service (Deputy Head, Group 5(B))

(3) Advisory Support Teachers 3 posts (Professional Grade Incentive B)

As part of its long-term response to the implications of the 1981 Education Act, Warwickshire has decided to establish a network of services offering a range of provision for children with emotional and behavioural difficulties in their localities and, wherever possible, in their mainstream schools. The Northern Area Service is an exciting and challenging development which will provide:

(i) placement in the Keresley Centre on a variety of bases;

(ii) an outreach service to offer assistance to staff and pupils in mainstream schools;

(iii) in-service training programmes;

(iv) support to facilitate family counselling.

These posts constitute the first phase of a major commitment to this work in North Warwickshire.

Please indicate clearly for which post you are applying.

Application forms and further details may be obtained from the County Education Officer, 55 Northgate Street, Warwick CV34 4SR (Tel. SCH/JT). Completed forms should be returned by 25th September, 1987.

Warwickshire is an equal opportunities employer. (12689) 160010

Cleveland County Council

An equal opportunities employer.
Closing date: 18th September, 1987.

APPLICATION FORMS AND FURTHER DETAILS ARE OBTAINABLE FROM AND RETURNABLE TO THE HEAD TEACHER AT THE SCHOOL, UNLESS OTHERWISE STATED. APPLICATIONS BY LETTER SHOULD INCLUDE DETAILS OF EDUCATION, TRAINING, QUALIFICATIONS AND EXPERIENCE TOGETHER WITH THE NAMES AND ADDRESSES OF TWO REFEREES. FINANCIAL ASSISTANCE WITH HOUSEHOLD REMOVAL EXPENSES MAY BE AVAILABLE IN APPROVED CASES.

TOLLESBY SCHOOL, Saltersgill Avenue, Middlesbrough, Cleveland, TS4 3JS.

HEAD TEACHER (GROUP 7(S))

Required for January, 1988, a well qualified and appropriately experienced special educator for a newly established Secondary Learning Difficulty Service based upon Tollesby School, Middlesbrough.

The School is a secondary, day special school for pupils with moderate learning difficulties which is in the process of extending its range to provide "alternative" education.

Prospective candidates are advised to obtain further particulars before making application.

APPLICATION FORMS AND FURTHER DETAILS OBTAINABLE FROM AND RETURNABLE TO THE COUNTY EDUCATION OFFICER, EDUCATION OFFICES, WOODLANDS ROAD, MIDDLESBROUGH, CLEVELAND, TS1 3BN (TEL. MIDDLESBROUGH 248155, EXT. 3918/71).

KIRKLEATHAM HALL LEARNING DIFFICULTY SERVICE, Kirkleatham, Redcar, Cleveland, TS10 4QR (Tel. Middlesbrough 483009)

(a) DEPUTY HEAD TEACHER (GROUP 7 (S))
(b) MAIN SCALE PLUS RATE C INCENTIVE ALLOWANCE

Required for January, 1988, experienced, well qualified teachers for the above two posts in this Group 7 (S) day, special school for children aged 3-19 years with moderate or severe learning difficulties.

BISHOPSMILL SCHOOL, Mill Lane, Norton, Stockton. Cleveland. TS20 1LG (Tel. Stockton 531285).

DEPUTY HEAD TEACHER (GROUP 5 (S))

Required for January, 1988, an experienced, well qualified teacher for this Group 5 (S) day and residential special school for 7-16 year old pupils with emotional and behavioural difficulties. Applicants should note that this is a residential post. (50752)

Cheshire County Council

Adviser for Special Educational Needs

Soulbury Head Group 9/10— £18,075–£20,766

Required for January 1988, an Adviser in Special Educational Needs to join a team of two existing Advisers, and to exercise particular responsibility for SEN in primary education, both in mainstream and in special units. The successful candidate will have recent experience of primary headship and broad experience across the field of special needs.

Application forms and further particulars are available from The Director of Education, County Hall, Chester. Telephone (0244) 602326. Ref. 2D/WJC.
Closing Date: 18 September 1987.

All applicants will be considered on the basis of suitability regardless of sex, race, marital status, religion or disability.

CLWYD COUNTY COUNCIL

DORSET TVEI CONSORTIUM
APPOINTMENT OF CURRICULUM SUPPORT TEACHERS BURNHAM SCALE 4

The Dorset TVEI Pilot Project commenced in September 1986 and is based upon a Consortium of five schools and two colleges in the South and West Dorset area. The Project is now to establish a team of Curriculum Support Teachers to continue the development of the 14-19 programme.

Two appointments are to be made, one in each of the following areas:

Science/Technology/Design; Personal and Community Services

Applications are invited from teachers who have an understanding of, and a commitment to, the National Criteria for TVEI and have experience in curriculum development, with particular reference to learning methodology and assessment, and in inservice work with teachers.
The posts will be available from 1st January 1988 and will, in the first instance, be until the end of the Pilot Project on 31st August 1991. The Authority will, however, guarantee employment beyond that date without loss of salary.

Application form (returnable by 21st September 1987) and further details from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ. (03933)

DORSET County Council

Elfed High School, Buckley
(Tel. Buckley 542217)
(11 – 18, 960 pupils – 140 in Sixth Form)
Head – H. Mercer, B.A., M.A.

HEAD OF FACULTY OF ENGLISH/LANGUAGES Scale 4

Required for January 1988

Applications are invited from suitably qualified and experienced specialists in English, to be Head of English Department, and, as Head of the newly-formed English/Languages Faculty, to co-ordinate the work of staff, and the further development of courses in the English, French, Welsh and German Departments.

This is a challenging post, as it encompasses approximately one quarter of the students' formal curriculum. A person is sought, who will maintain the high standards achieved in the single subjects, whilst developing a cross-curriculum approach to students' Language Development.

Ysgol Maes Garmon, Yr Wyddgrug
(Fon: Yr Wyddgrug 4801)
(Ysgol Gyfun Ddwyieithog, yn 11 – 18, nifer disgyblion 840)
Pennaeth – H.M. Lewis, M.A.

ADDYSG ARBENNIG – Pennaeth Adran Graddfa 3

Gwahoddir ceisiadau am Athro/Athrawes i fod yn Bennaeth ar yr Adran Addysg Arbennig. Disgwylir i'r ymgeisydd llwyddiannus fod yn berchen cymwysterau addas a phrofiad yn y maes, ac i gychwyn arw y swydd laf Tachwedd 1987, neu mor fuan ar ol hyn ag sydd boslbl.

Denbigh High School
(Tel. Denbigh 2486)
(11 – 18, 870 pupils)
Head – G.M. Bltcon, B.A.
Required for January 1988:

HEAD OF OUTDOOR PURSUITS AND PHYSICAL EDUCATION Scale 3

To be responsible for the organisation and teaching of Physical Education, team and individual games/sports and for the well-established Outdoor Pursuits programme.

Application forms and further details are available from the appropriate Head, to whom completed forms should be returned by 18th September, 1987.

Shire Hall, MOLD
21.7.87

KEITH EVANS
Director of Education
03946

Are you an inspirational leader and innovator, with proven successful teaching and educational management experience?

Bradford LEA offers you the exciting challenge of the post of HEADTEACHER AT LINDLEY HOUSE SCHOOL, in a LEA fully committed to meeting special educational needs within a positive, integrated philosophy. You will be required to ensure the continuing development of the school, its staff and students, contributing to policy development at local and national levels. You will have a commitment to extending parental involvement, developing links with the community and meeting the needs of ethnic minority students who have special educational needs. Knowledge of equal opportunities (race, gender, special educational needs, disability) and of curriculum development at 13+ and 16+ is essential. Lindley House School Group (S) offers a modified curriculum to students with a wide range of special educational needs aged 9 to 19+ years. The school is friendly, purposeful and professional, emphasising the transfer of learning skills to living and promoting an outward-looking approach to education.
Ref. ETS8997/TES

Application forms and further details may be obtained from the Directorate Personnel Office, 2nd Floor, Provincial House, Market Street, Bradford, BD1 1NP, where completed forms should be returned by 18 September 1987.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.

City of Bradford Metropolitan Council

SPECIAL EDUCATION continued

Deputy Headships
Second Masters/ Mistresses

BIRMINGHAM
CITY COUNCIL

DEPUTY HEADS

Group 5b

HILCROFT SCHOOL
Queensbridge Road,
Birmingham B13 8QB

Situated within its own very attractive grounds the school has provision for teaching literally and primarily deaf children with language/communication and associated learning difficulties. You will have extensive knowledge of curriculum development, experience of learning programmes involving criteria referenced objectives and substantial senior management experience.

Teachers from main stream schools are welcome to apply.

Application forms and further details can be obtained from the school. Tel: 021-449 1081.

Group 4s

BARKERVILLE (RESIDENTIAL) SCHOOL
Fellows Lane, Birmingham B17 9TS

This is a new development in the Authority's provision for young people with Special Educational Needs. The school is seen as a regional resource service for autistic pupils aged 11-16 years and offers 5 day boarding. You will have a dynamic and enthusiastic approach to working with these young people.

Application forms and further details are available from the Head Teacher, Rosemary Biddles, who will be pleased to hear from you. Tel: 021-427 3191.

Closing date for both posts: Friday, 18 September 1987.

"The City Council welcomes applications from all sections of the community irrespective of race, colour, religion, sexuality or disability". (03046) 160012

Heads of Department

ST. HELENS
METROPOLITAN BOROUGH
DE ST. HELENS
COMMUNITY EDUCATION
DEPARTMENT
HEAD OF CAREERS & AFTER CARE
Scale 3/4s
Required for Penkford Special School (70 pupils aged 5-16, 140 on roll). Closing date 11th September 1987.

For application form and further particulars please contact The Headteacher, Miss Helena Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Rob Johnson on St. Helens 24061 Ext. 3073/3074. An Equal Opportunity Employer. (03067) 160018

KENT
KENT COUNTY COUNCIL
EDUCATION DEPARTMENT.
EAST KENT AREA
ST NICHOLAS C.E.A. SCHOOL.
HOLMESDALE ROAD,
NUNNERY FIELDS,
CANTERBURY.
Group 3(S) - January 1988
Required to be responsible for a group of non-ambulant children with severe learning difficulties. Willingness to be responsible for music, PE or art and craft an advantage. But details of alternative interests helpful. Training and experience of severe learning difficulties preferred, but other experienced teachers considered.

Further details and application forms from the Head Teacher.

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
CHILTERN GATE SCHOOL
Verney Avenue, High Wycombe HP12 3NE.
Group 5, Junior MLD/EBD
Weekly residential
Required fro January 1988.
Scale 2 (£9,477 p.a. plus Special School Allowance (£1,000) and Incentive Allowance (£1,000)).
An experienced teacher is required to assist in the establishment of a new Department for pupils with emotional and behavioural difficulties. Applicants should be willing to undertake additional duties and offer a significant contribution to the curriculum of the whole school. Application forms on receipt of s.a.s.e. from the Headteacher, Mr. W.M. Marshall, Chiltern Gate School, Verney Avenue, High Wycombe HP12 3NE. Tel: H.W. 32622/26701. Closing date: 18.9.87. (16981) 160020

BUCKINGHAMSHIRE
COUNTY COUNCIL
SANSOME WAY MIDDLE SCHOOL
Please see main advertisement under Primary Posts.
(16976) 160020

BUCKINGHAMSHIRE
CHILTERN GATE SCHOOL
Verney Avenue, High Wycombe HP12 3NE
Group 5, Junior MLD/EBD
Week/Residential
Required for January 1988 two scale 2(S) teachers (£9,477 p.a. plus Special School Allowance £1,000). Two experienced teachers are required to assist in the establishment of a new department for pupils with emotional and behavioural difficulties. Special school experience is not essential. Applicants should be willing to undertake some additional duties.

Application forms on receipt of s.a.e. from the Headteacher, Mr. W.M. Marshall, Chiltern Gate School, Verney Avenue, High Wycombe HP12 3NE. Tel: H.W. 32622/26701. Closing date: 18.9.87. (16981) 160020

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teacher taking up permanent appointments from outside the County.

COUNTY AUDIOLOGY SERVICE
Applications are invited for the following posts. Incentive allowances will be determined following a current review but the salaries will be on the Main Professional Grade, plus a special schools allowance of not less than £1,002.

PERIPATETIC TEACHER OF THE DEAF
(re-advertisement)
Based at the District Education Office, Liskeard in East Cornwall. Applicants should hold a recognised qualification in the education of the deaf and should have experience in the teaching of hearing impaired children. Successful experience with pre-school children (using an oral/aural approach) and/or in clinical audiology would be particularly valuable. Applicants should hold a full driving licence and Essential car User Scale will apply. This post will be available from January 1988 or earlier. Closing date 25th September 1987.

TEACHER OF THE DEAF
(Re-advertisement)
Based at Camborne to work with a number of severely and profoundly hearing impaired children in primary schools in the area, as part of a 2-teacher team. Applicants should hold a recognised qualification in the education of the deaf and should have successful experience of teaching of severely hearing impaired children of primary age using an oral/aural approach. Applicants should hold a full driving licence and the casual user allowance will apply. This post will be available from January 1988.
Closing date 25th September 1987.

TEACHER OF THE DEAF
Based at the support department for hearing impaired pupils at Polkar comprehensive school, St Austell. The hearing impaired pupils at the school all follow individual integration programmes according to their individual needs. It is likely that numbers will fall, at least temporarily, from September 1988 and if that occurs, the case-load would then include a small peripatetic commitment in the St Austell area. Applicants should hold a recognised qualification in the education of the deaf and should have successful experience of the teaching of severely hearing impaired pupils using oral/aural approach. Experience in the organisation of integration programmes would be an advantage. Applicants should also hold a full driving licence and, in the event of peripatetic duties being included in the work load, a casual user car allowance would be paid. This post will be available from January 1988.
Closing date 25th September 1987.

THE CORNWALL COUNTY AUDIOLOGY SERVICE
is a well-established county-wide team with a successful and innovative record in the assessment and teaching of hearing impaired pupils and students of all ages. The building of a purpose-built Educational Audiology Resource Centre is under serious consideration at present and excellent working relationships exist with related services and voluntary agencies.

Application forms/further details from the Senior Teacher of the Deaf, District Education Office, Carylon Road, St Austell, Cornwall. P125 4AJ.

Applicants are welcome to telephone 0726-61004 for informal discussion. (60781)

CORNWALL COUNTY COUNCIL

NOTTINGHAMSHIRE
COUNTY COUNCIL
ROSSHILL SCHOOL
St. Matthias Road,
Nottingham NG3 2PE
Roll: 135 (All ages)
TEACHER (Scale 2(s))
A suitably experienced teacher is required for January, to lead a team responsible for the running of a well established unit for autistic children with autism. The Unit is an integral part of a mixed, 5-16 Special M.L.D. school. Special School Allowance (£1,000) and Incentive Allowance (£1,000). An experienced teacher is required to assist in the establishment of a new Department for pupils with emotional and behavioural difficulties. Applicants should be willing to undertake additional duties and offer a significant contribution to the curriculum of the whole school. Application forms on receipt of s.a.e. from the Headteacher, Mr. W.M. Marshall, Chiltern Gate School, Verney Avenue, High Wycombe HP12 3NE. Closing date: 18th September 1987. Tel: H.W. 32622/26701.

THE SHEPHERD SCHOOL
Harvey Road, Off Beeville Road, Hillson Bunny,
Nottingham NG8 3AH
Roll: 165 (All ages)
CLASS TEACHER (Scale 2(s))
Required from 2nd November for Communities Coordinator in this school for children with severe learning difficulties. Experience with ESN(S) children desirable though not essential.

Application forms and further details are available (s.a.e.) from the Head Teacher at the school. An Equal Opportunity Employer. (17211) 160020

NOTTINGHAMSHIRE
COUNTY COUNCIL
WEST BRIDGFORD SCHOOL
Lortas Road, New Basford,
Nottingham NG5 1EH
(Tel: 0602 624941)
TEACHER (Scale 3 (a))
Suitably qualified and experienced teacher is required to take up duties as soon as possible, to assume major responsibility for curriculum development and professional development strategies at this mixed school for children who have special educational needs of a moderate learning and behavioural nature. Visits welcomed.

Application forms and further details are available from the Head Teacher at the School.

An Equal Opportunity Employer. (17208) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
ASSISTANT TEACHERS - SCALE 2 58A
Vacancies exist for Teachers of the Deaf Units for Hearing Impaired Children attached to three secondary schools in Kent (Dartford, Ashford and Chatham areas). These posts would take effect from January 1988 or as soon as possible thereafter.

All teachers of the hearing impaired are expected to make a contribution to the whole school in terms of teaching and other duties, so that they are seen as part of the school through the predominant amount of time will be spent using their teaching of hearing impaired skills with the children in the Unit.

Applicants should be qualified Teachers of the Deaf and should preferably have had some tutoring experience. No particular curricular skills are necessary when applying but experience in the use of aids and adaptability are important.

Application forms and job details are available from the County Adviser for the Deaf, Springfield, Maidstone, Kent ME14 2LT. (Tel: Maidstone 671411 Ext. 2443, retrievable 2443, retrievable by 24hr Answerphone) to be returned by 21st September, 1987. However, teachers within to free discuss the nature of the work and appointments informally are welcome to contact the Educational Services for Hearing Impaired Children, Maidstone (0622) 671411, Ext. 2471. (17155) 160020

NORTH YORKSHIRE
EDUCATION DEPARTMENT
SPECIAL EDUCATION ADVISORY AND SUPPORT SERVICE
RAMBLETON/ RICHMONDSHIRE AREA
Scale 2
Required January 1988, or as soon as available, suitably qualified and experienced teacher to undertake peripatetic duties for the above Service. You will have responsibility for the provision of support to a number of primary schools and liaison with secondary schools, attended by children referred to the Service. Casual car users allowance currently paid with this post. Previous applicants shall be re-considered.

Applications and particulars, upon receipt of s.a.e. from the County Education Officer, Room 508, County Hall, Northallerton DL7 8AH (closing date - 18th September 1987). (11697) 160020

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

THE STRATHMORE CENTRE

MAIN SCALE TEACHER (PMLD) £7,950 Outer London Allowance).

(See also under SECONDARY - TECHNICAL AND SPECIAL NEEDS). (16963) 160020

WEST SUSSEX
EDUCATION DEPARTMENT
PERIPATETIC TEACHER OF THE DEAF
Currently Burnham Scale 2
The Educational Service for Hearing Impaired Children invites applications from qualified and experienced teachers of the deaf to join a team of four visiting teachers, from September 1987 or as soon as possible thereafter.

Applicants will be interested in early/nursery/primary education work. There may be the opportunity to assist with assessment and hearing aid/auditory clinics for children.

Applicants must hold a current driving licence.

Application form and further details available from The Director of Education, Personnel Section, County Hall, West Street, Chichester, West Sussex PO19 1RF. (one please), or by telephoning Carol Vinor on Chichester 777765.

Closing Date: 18th September 1987. (17178) 160020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and we are aiming to ensure that this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origin, sex, disability, marital status, sexual orientation.
DEPARTMENT: PHYSICAL EDUCATION
TEACHING IN SPECIAL SCHOOLS SCALE 2(s)
Required as soon as possible to teach in a unit attached to the Borough's Special Schools. The successful candidate will also be expected to assist with the development and to develop links with special schools, establishment of specialist physical training.
Enquiries/visit in recruitment of teachers to this Authority, please ring Mrs. Jones on 01-556 5 days a week during term time between 8.30 a.m. - 5.30 p.m. Provision for messages to be taken from A-5 years of age.
Application forms and further details available from and to be returned to: Acting Chief Education Officer, Education Offices, High Road, Leyton, London E10 5QN. (03051) 160020

Scale 1 Posts

AVON COUNTY
NOTTON HOUSE
RESIDENTIAL SPECIAL SCHOOL
Lacock, Nr. Chippenham, Wilts. SN15 2NF
Required by 1st January 1988, a suitably qualified teacher to be responsible for their own small establishment and to teach general subjects with this unit. Ability to teach English to a 14 group of children who may be working for examinations, is desirable. You must also be able to relate around subject of special interest. The ability to lead music is an additional advantage. Experience of using special aids and electronic keyboards, would be considered a particular advantage. Experienced staff will be in school to assist you.
Notton House School is a residential special school for boys aged 10-16 of average ability with emotional and behavioural difficulties. Additional duties Allowance payable for residential duties. This is a demanding post, enthusiasm and commitment essential requirements. Further details available from the Director of Education, County Hall, Bristol. Application forms and foolscap stamped addressed envelope to be returned by Friday, 18th September, 1987. (15881) 160022

HAMPSHIRE
WATERLOO SCHOOL
Wartnaby Avenue,
Waterlooville, Portsmouth, Hants.
Tel: Waterlooville 253956
Headteacher - Mr G. Davies
(all age day special - for emotionally and behaviourally disturbed pupils)
Required January 1988, teacher to join the upper department team catering for pupils in the 13 to 16 age range. The main curriculum responsibility will be for language and communication. Suitable responsibilities are negotiable but the post principally involves working with groups of secondary age boys.
Salary: Basic Scale £1,003 (Special Schools).
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
For further details and application form please send s.a.e. (11689) 160022

SOMERSET
COUNTY COUNCIL
STEVENAGE RESIDENTIAL SCHOOL
Yeovil
Teacher - Scale 1 58A
For further details please see under the Somerset County Council's composite advertisement on Page 50. (12668) 160022

WARWICKSHIRE
EDUCATIONAL SUPPORT TEAM
From January 1988, provision for pupils of both primary and secondary age with emotional and behavioural difficulties will be made by this new team, based in Rugby. Suitably qualified and experienced teachers are sought who are able to work closely with other agencies in this multi-disciplinary team. The posts are:

(1) Team Leader - Professional Grade Incentive D

(8) Teacher - Professional Grade Incentive B

(3) Two teachers - Professional Grade Incentive A

Application forms and further details are available from the Area Education Officer, Eastern Area Education Office, Newton Hall, Lower Hillmorton Road, Rugby CV21 3TU, to whom applications must be submitted by 25th September, 1987.

Warwickshire is an equal opportunities employer. (12691) 160022

ST. HELENS
METROPOLITAN BOROUGH
OF ST. HELENS
COMMUNITY EDUCATION
DEPARTMENT
TEACHER - Scale 1(s)
Required for Penkford Special School (for pupils aged 5-16, 140 on roll). Closing date 11th September 1987.

For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Rob Johnson on St. Helens 24061 or St. Helens 24061 Ext. 3073/3074. An Equal Opportunity Employer. (03066) 160022

RAVENSWOOD FOUNDATION

CHALLENGING BEHAVIOUR PROJECT

The Ravenswood Foundation is establishing a small residential service at Crowthorne in Berkshire for adults and children with challenging behaviour.
This work will be based upon the education model evolved at the Spastics Society Beech Tree Schools.
Both residential and teaching staff will be required to form a fully integrated team. It is planned to commence the project in January 1988 but a nucleus of staff will be in post prior to that date.
Interviews will commence early September. The Ravenswood Foundation pays salaries on or equivalent to national scales.
Please write for application and job description (stating whether residential or educational post) to the Project Consultant, Ravenswood Foundation, 221 Golders Green Road, London NW11 9DZ. (60708)

BEDFORDSHIRE
EDUCATION SERVICE
GENERAL SUBJECTS
TEACHER
OAKLEAN SCHOOL
Sandy Lane, Leighton Buzzard
LU7 8BS
Salary: Main Professional Grade plus B Allowance
Hours: Part time
Required for 1st January 1988 a mature all subject teacher with remedial bias to pupils 10 - 15. Interest in teaching reading an advantage.
Prior to Apply: In writing to the School.
Closing Date: 2nd October 1987.
Bedfordshire is an Equal Opportunities Employer. (16955) 160022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
THE WALNUTS SCHOOL
Simpson, Milton Keynes MK6 3AE
Group 3(S)
(Headteacher: Miss J. Pratt, B.A.)
Teacher required for January 1988 or sooner if possible, at this school for pupils with severe socialisation and communication difficulties. The post involves teaching a small group of children (5 year olds and Middle 1 pupils) functioning at pre-verbal levels of concept development. Experience of teaching very young children with severe behaviour and learning problems is required.
Incentive allowance paid Rate B, £1002 p.a. (currently scale 2 plus teaching allowance).
Assistance with removal expenses may be available in approved circumstances. Varying range of housing to buy in the area.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by 1st January 1988. A suitably qualified teacher will be appointed to teach English to a 14 group who may be working for examinations, is desirable. You must also be able to relate around subject of special interest. The ability to lead music is an additional advantage. Experience of using special aids and electronic keyboards, would be considered a particular advantage. Experienced staff will be in school to assist you.
Notton House School is a residential special school for boys aged 10-16 of average ability with emotional and behavioural difficulties. Additional duties Allowance payable for residential duties. This is a demanding post, enthusiasm and commitment essential requirements. Further details available from the Director of Education, County Hall, Bristol. Application forms and foolscap stamped addressed envelope to be returned by Friday, 18th September, 1987. (15881) 160022

DURHAM
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following vacancies:-

1. Teacher of the Visually Impaired (Scale 3 plus Responsibility Unit) - main scale plus incentive allowance B (£1008 p.a.).

2. Teacher of the Partially Hearing (attached to Secondary Unit) - main scale plus incentive allowance B (£1002 p.a.).

If possible the Authority is seeking to appoint a teacher for the second post who has a dual qualification for teaching visually impaired children also.

Application forms and further details available from the Director of Education, County Hall, Durham DH1 5UL (with foolscap stamped addressed envelope) to be received by Friday, 18th September, 1987. (15881) 160022

HAMPSHIRE
WATERLOO SCHOOL
Wartnaby Avenue,
Waterlooville, Portsmouth, Hants.
Tel: Waterlooville 253956
Headteacher - Mr G. Davies
(all age day special - for emotionally and behaviourally disturbed pupils)
Required January 1988, teacher to join the upper department team catering for pupils in the 13 to 16 age range. The main curriculum responsibility will be for language and communication. Suitable responsibilities are negotiable but the post principally involves working with groups of secondary age boys.
Salary: Basic Scale £1,003 (Special Schools).
We pursue a policy of equality of opportunities. Applications are particularly welcome from people with disabilities.
For further details and application form please send s.a.e. (11689) 160022

SOMERSET
COUNTY COUNCIL
STEVENAGE RESIDENTIAL SCHOOL
Yeovil
Teacher - Scale 1 58A
For further details please see under the Somerset County Council's composite advertisement on Page 50. (12668) 160022

WARWICKSHIRE
EDUCATIONAL SUPPORT TEAM
From January 1988, provision for pupils of both primary and secondary age with emotional and behavioural difficulties will be made by this new team, based in Rugby. Suitably qualified and experienced teachers are sought who are able to work closely with other agencies in this multi-disciplinary team. The posts are:

(1) Team Leader - Professional Grade Incentive D

(8) Teacher - Professional Grade Incentive B

(3) Two teachers - Professional Grade Incentive A

Application forms and further details are available from the Area Education Officer, Eastern Area Education Office, Newton Hall, Lower Hillmorton Road, Rugby CV21 3TU, to whom applications must be submitted by 25th September, 1987.

Warwickshire is an equal opportunities employer. (12691) 160022

ST. HELENS
METROPOLITAN BOROUGH
OF ST. HELENS
COMMUNITY EDUCATION
DEPARTMENT
TEACHER - Scale 1(s)
Required for Penkford Special School (for pupils aged 5-16, 140 on roll). Closing date 11th September 1987.

For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Rob Johnson on St. Helens 24061 or St. Helens 24061 Ext. 3073/3074. An Equal Opportunity Employer. (03066) 160022

WILTSHIRE

Please see main advertisement on Page 30. (30445) 160022

Independent Schools

Deputy Headships
Second Masters/ Mistresses

LONDON N6
CHANNING SCHOOL
Highgate
DEPUTY HEAD
Applications are invited from suitably qualified persons to take up the post of Deputy Head of Channing School from January 1988 to succeed Mrs J. Merritt who has been appointed to Headington School, Oxford. Channing is an independent girls' day school for girls with 435 girls between 5 and 18 years and is a member of GSA.
Closing date: Thursday 17th September 1987.
Please apply by letter to The Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (30369) 180012

By Subject Classification

Art and Design

Other Assistants

HAMPSHIRE
PORTSMOUTH GRAMMAR SCHOOL

HMC Independent Day School with co-educational Sixth Form

Required immediately a qualified A/ST TEACHER able to teach to GSCE and A-level. The post would be the first instance be temporary for one term.

Apply in writing, with full c.v. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (30447) 181224

Careers

Heads of Department

BEDFORD
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK41 0BX
1000+ girls (7-18), 180 in Sixth Form
Required in January 1988, an experienced teacher to take charge of the work of the Careers Education Department, leading a team teaching and interviewing students from 12+ to 18+. Careers work will occupy approximately half of a full time post.
SECOND TEACHING SUBJECT: Business Studies Scale/Baker according to qualifications and experience.
Further details can be obtained on request.
Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (15013) 181418

Computer Studies

Heads of Department

BUENOS AIRES
Looking for a challenge? Want to travel? Why not teach abroad?
See advert in overseas section for St. George's College. (30308) 183018

Other Assistants

EAST SUSSEX
CHARTERS-ANCASTER COLLEGE
Pentland Road, Bexhill-on-Sea
Boarding and Day School for Girls)
Required for January 1988 or before a graduate to teach COMPUTER STUDIES to GCSE for approximately two-thirds of the timetable. The post can either be part-time or made full time by one-third teaching another subject, preferably Business Studies. Salary according to the Baker Scale.
Please apply to the Headmistress, enclosing curriculum vitae and names and addresses of two referees.
Charters-Ancaster College is a thriving school of just over 300 girls aged 3-18. It has an excellent academic record at 'A' and 'O' Level, with a high proportion of Sixth Form students continuing on into universities and colleges of further education. (17405) 180024

Craft, Design & Technology

Other Assistants

GWYNEDD
TOWER HOUSE
Harmonic, Gwynedd
Independent Day School for Boys and Girls
Required as soon as possible; Qualified and experienced part-time (min. 2½ days) teacher of Craft & Design - Wood. Ability to offer Graphical Communication and Boys' P.E. and Games an advantage.
Apply be latter giving c.v. and names and telephone numbers of two professional referees. (16947) 182124

Economics & Business Studies

Other Assistants

CANTERBURY

ST. EDMUND'S SCHOOL

Required in September, or as soon as possible thereafter, a Teacher of BUSINESS STUDIES to Advanced level with the possibility of a small Sixth Form work in Economics or Politics.

Salary according to Baker Scale, to match qualifications and experience.

Apply with full curriculum vitae to The Headmaster, St. Edmund's School, Canterbury CT2 8HU. (17458) 182234

SUSSEX

LANCING COLLEGE

Required for September 1988, or soon thereafter, a well-qualified graduate to teach ECONOMICS to 'A' level and university entrance. This is a relatively large department within a flourishing Sixth Form of 180 boys and 76 girls.

Applications should include the names and addresses of two referees and details of other academic and extra-curricular interests.

Applications to: The Head Master, Lancing College, Sussex BN15 0RW. (30358) 185824

English

Other Assistants

HERTFORDSHIRE
BERKHAMSTED SCHOOL FOR GIRLS
Kings Road, Berkhamsted, Herts. HP4 3AC
A full-time senior post in the English Department will become vacant in January, 1988. Applicants should be experienced, graduate teachers with the ability to teach up to A-level and Oxbridge entrance. They should be willing to take responsibility for the School Magazine and Debating Society. Salary is according to the new Berkhamsted Scale and is negotiable.
Please apply in writing, with full C.V. and names, addresses and telephone numbers of two referees, to the Headmistress, Berkhamsted School for Girls, Kings Road, Berkhamsted, Herts. HP4 3BG. (16518) 182424

NORFOLK
LANGLEY SCHOOL
Langley Park, Norwich NR14 6BJ
This independent boys boarding and day school in splendid surroundings, has important facilities for 200 pupils under-taking G.C.E. and 'A' level courses including a co-educational 6th Form of 40 pupils.
An Assistant Teacher is required for September 1987 or January 1988 to teach English throughout the school (and to free) and train the Chamber Orchestra. Teaching to string classes (Burnham Scale 1 pro rata). Travelling expenses at agreed rates.
Please apply in writing with a full curriculum vitae, names and addresses of two referees and a telephone number and enclosing stamped addressed envelope to: The Headmistress, Bedford High School, Bromham Road, Bedford MK40 2AE. (03077) 183824

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
See main advertisement under Pastoral. (30357) 183824

Modern Languages

Other Assistants

ESSEX
CHIGWELL SCHOOL
HMC 380 boys/Sixth Form girls
Graduates required in January 1988 to teach Modern Languages to A and S level. New Baker Scale plus Chigwell Allowance. Accommodation available. Willingness to help with a lot of social activities essential.
Application forms and details from the Headmaster, Chigwell School, Chigwell, Essex IG7 6QF. Tel: 01-500 2670/1386. (17145) 183664

Mathematics

Heads of Department

BUENOS AIRES
Looking for a challenge? Want to travel? Why not teach abroad?
See overseas section for St. George's College. (30306) 183418

Other Assistants

HERTFORDSHIRE

ABBOT'S HILL SCHOOL
Hemel Hempstead

Girls Independent Boarding/Day - 11-16 years

Full-time MATHEMATICS teacher required as soon as possible to teach throughout the School and for 'O' level/GCSE. A full course including a co-educational 6th Form of 40 pupils.
An Assistant Teacher is required for September 1987 or January 1988 to teach English throughout the school (and to free) and train the Chamber Orchestra. Teaching to string classes (Burnham Scale 1 pro rata). Travelling expenses at agreed rates.
Please apply in writing with a full curriculum vitae, names and addresses of two referees and a telephone number and enclosing stamped addressed envelope to: The Headmistress, Bedford High School, Bromham Road, Bedford MK40 2AE. (03077) 183824

Music

Heads of Department

CUMBRIA
ST. ANNE'S SCHOOL
Windermere
Required for September 1988 or earlier if possible, an enthusiastic and energetic Head of Music able to organise and execute class music and GCSE courses, and also with experience as a choral trainer and organist; a singing specialist would be welcome. Some evening and weekend commitment is expected.
Salary according to experience. Accommodation may be available if required.
Letters of application with C.V. and the names and addresses of two referees should be sent to The Headmistress, St. Anne's School, Windermere, Cumbria LA23 1NW from whom further details are available. (30302) 183818

Other Assistants

BEDFORD
BEDFORD HIGH SCHOOL
(Independent Schools Year Book - Page 14)
Independent Girls' Day and Boarding School
1,050 pupils, 7 to 18 years
Required for November 1987 or January 1988 a teacher to teach Violin and Viola throughout the school (and to free) and train the Chamber Orchestra. Teaching to string classes (Burnham Scale 1 pro rata). Travelling expenses at agreed rates.
Please apply in writing with a full curriculum vitae, names and addresses of two referees and a telephone number and enclosing stamped addressed envelope to: The Headmistress, Bedford High School, Bromham Road, Bedford MK40 2AE. (03077) 183824

Pastoral

Other Assistants

OXFORD
EXPERIENCED MATRON required immediately to take charge of 80 boarders in girls public school of 400. Flat available.
Apply to the Principal, Wychwood School, 74 Banbury Road, Oxford OX2 6JR. Tel: (0865) 57976. (03069) 184024

Anglo-European College of Chiropractic

BURSAR

Applications are invited for the above post. Our present Bursar will be retiring at the end of the year. The successful applicant will be required to take up the position no later than January 1988.

The Bursar is responsible to the Principal for business administration and financial planning and control. Previous experience as a Bursar in an educational institution is preferable. The salary will reflect the experience required.

Our College has approximately three hundred full-time fee paying students from various parts of the world. A multi-disciplinary International Faculty teach the four year Diploma course.

Further information concerning the position and the College may be obtained from the Principal, to whom handwritten applications (including CV) should be forwarded before 15th September 1987

Anglo-European College of Chiropractic
Parkwood Road
Bournemouth
Dorset BH5 2DF
Telephone (0202) 431021 17451

TRENT COLLEGE

The Governors of Trent College invite applications for the post of

HEAD

which will become vacant in September 1988 on the retirement of the present Headmaster, Mr. A.J. Maltby M.A.

A Boarding and Day School, H.M.C., with 610 pupils aged 11-18 with 240 in coeducational VIth Form.

Particulars of the Appointment and an Application Form may be obtained from:-

The Clerk to the Governors, Trent College, Long Eaton, Nottingham NG10 4AD.

Applications close on 14th October, 1987.

PANGBOURNE COLLEGE
BERKSHIRE.
HMC BOYS BOARDING AND DAY

APPOINTMENT OF HEAD

The Governors invite applications for the post of Head which will be vacant in September 1988 on the retirement of Mr. P. D. C. Points, the present Headmaster.

Details of the appointment are available from The Clerk to the Governors, Pangbourne College, Reading RG8 8LA. Telephone 07357 2101.

Applications must be submitted by 9th October, 1987. (60710)

PORTSMOUTH GRAMMAR SCHOOL

HMC Independent Day School with co-educational Sixth Form

DIRECTOR OF ART

Required for January 1988, or sooner if possible, a highly qualified DIRECTOR OF ART able to lead a remarkably successful department and to teach Art to GCSE and A-level. The department has a strong record of pupils entering art colleges and universities. An interest in the wider aspects of the School's extra-curricular life would be an advantage.

National scales plus PGS Allowances.

Apply in writing, with full c.v. and names and addresses of three referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN.

03242

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

PYRCROFT COUNTY MIDDLE SCHOOL
Pyrcroft Road, Chertsey KT16 9EW
(Estimated NOR January 1988 is 170)

Deputy Headteacher required from January 1988 for this Group 4 School for pupils aged 9-12 years. A unit for approximately ten physically handicapped children is attached to the School. Salary Scale £12,126-£13,600 plus £309 London Allowance (Fringe Area).
Application forms and details from the North West Area Education Office, 'Lismore', 9 Heathside Road, Woking GU22 7EU (SAE please).
Closing date: 18 September 1987.

(8377)

Ryalls Court School, Seaton, Devon

SENIOR TEACHER
(SCALE 3S)

Required January 1988 for this Residential Special School for up to 40 mixed children aged 11 to 16+, who have special personal and social educational needs.
You will be responsible for curriculum co-ordination and development in collaboration with teaching and child care colleagues with ample scope for developing your own interests. The ability to offer a particular and well developed area of expertise will be an advantage.
The post is non-resident.
N.C.H. is a Christian based organisation. Application form and job description from Mr. A. W. G. Hill, Head Teacher, Ryalls Court School, Maripit Lane, Seaton, Devon. Tel: (0297) 21436.
Closing date: 25th September 1987.

INDEPENDENT EDUCATION
continued

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
Cirencester, Glos. GL7 6NR
Independent Boarding - 100 girls aged 11 - 18
Wanted: September/January
RESIDENT ASSISTANT HOUSEMISTRESS. Ability to assist with P.E. and/or Music an advantage. Please state other teaching subjects. Suitable for young enthusiastic teacher with an interest in joining a small, active community.
Please apply with curriculum vitae to the Headmaster.
(30335) 184024

SCOTLAND
House-parent/maintenance-man. Small well established co-ed boarding school, S.W. Scotland. Couple considered. Partial domestic/outdoor experience, e.g. gardening. References essential. Write Box TES 00809, Priory House, St John's Ave, EC1M 4BX. (T2687) 184054

SUSSEX
ROEDEAN SCHOOL
Requires an Assistant Housemistress as soon as possible to help with the supervision of girls aged 12 - 17 in a boarding house and the organisation of extra-curricular activities at weekends. Residential post includes free board and lodging in term time. Energy, enthusiasm and a sense of humour important qualities.
Please apply in writing enclosing full curriculum vitae and names and addresses of two referees to the Housemistress, House One, Roedean School, Brighton, E. Sussex BN2 5RQ. (30180) 184024

Physical Education

Other Assistants

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
See main advertisement under Pastoral. (30335) 184054

ST. MARY'S SCHOOL, CALNE
FULL/PART TIME
Physical Education Teacher
Required for January 1988 (or earlier if possible)

This specialist should offer principally Lacrosse, with Hockey or Netball as their secondary skill. There are opportunities for teaching Dance and Gymnastics.

Salary will be according to Burnham Scale I.

Please apply in writing with c.v. and the names and addresses of two referees to the Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF, *or telephone (0249) 815899.*
03740

ST. MARY'S SCHOOL, CALNE
Independent Boarding School for 300 girls
Required for January/April 1988
Resident Chaplain
The applicant, who may be a man or a woman, must be an Anglican. He/she will be responsible for services in the School Chapel and will be much involved with the pastoral care of the girls.

Preferably the successful applicant should be a graduate and be able to teach his/her subject at any level in the school. There is a special relationship with the Parish Church and with the Vicar of Calne.

Application forms and further details may be obtained from:
The Headmistress,
St. Mary's School, Calne, Wilts SN11 0DF.
03741

DRAMA AND THEATRE STUDIES
Required immediately a qualified Drama Teacher able to teach Advanced Level and GCSE Theatre Studies and to teach Drama throughout the school.
Please write or telephone
The Mount School
Milespit Hill
London NW7 2RX
01 959 3403.
(30718)

Religious Education

Other Assistants

NORTH YORKSHIRE
ST. HILDA'S UPPER SCHOOL
Girls 13-18 years
Required immediately PART TIME TEACHER of Religious Instruction to G.C.S.E. and A. Level.
This will be a temporary appointment of 2 to 3 terms.
Apply by letter to the Headmistress, *enclosing* C.V. and addresses of two referees, the Headmistress, St. Hilda's Upper School, Sneaton Castle, Whitby, N. Yorks. YO21 3QN. (15010) 184424

Physical Education

Other Assistants

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
See main advertisement under Pastoral. (30335) 184054

Science

Other Assistants

BIRMINGHAM
EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX
Required in January, 1988, a QUALIFIED AND ENTHUSIASTIC TEACHER for GCSE CHEMISTRY AND PHYSICS.
This appointment can be temporary in the first instance.
An interest in organising the Photography Club would be an advantage.
Applications, with curriculum vitae and names and addresses of two referees, to the Headmaster at the College by 11th September, 1987. (17442) 184824

Other than by Subject Classification

Other Assistants

O.E.D. EDUCATIONAL RECRUITMENT 109 High Street, Chesham, Bucks. HP5 1DE. Part-time teachers of Economics, Chemistry, A Level Maths (could be full-time) & Biology urgently needed for Sept. for Boarding Schools in S. Bucks. & N.W. Herts. Telephone immediately for details 0494 773383/789915. (15012) 185684

SUSSEX
Required January. Qualified P.E. teacher to join department of 4. Should be able to offer all boys games with a special interest in swimming, gymnastics or squash. Some classroom teaching also needed preferably Maths up to 11 years or Geography.
Good indoor and outdoor facilities and a wide range of sports activities offered. Co-educational prep school. 330 boys and girls 3 boarding. Salary according to Baker scale plus allowances.
Apply with full CV and names and addresses of two referees to: Mr. and Mrs. Clive Maiden, Windlesham House School, Washington, Pulborough, W. Sussex RH20 4AY. (30730) 204284

Science

Other Assistants

GLOUCESTERSHIRE
DEAN CLOSE JUNIOR SCHOOL
Cheltenham
Co-educational Preparatory School (IAPS) for 270 Pupils boarding and day
Required for January 1988 a well qualified and enthusiastic teacher of SCIENCE to teach throughout the school up to CE and Public School Scholarship standard. Set in new superbly equipped laboratories being commissioned this Autumn. Help with games and usual duties expected.
Letter of application together with the names, addresses and telephone numbers of two referees to the Headmaster, Ian F.M. Ferguson, Dean Close Junior School, Hardy House, Andoversford Road, Cheltenham, Glos. GL51 6QS. (30559) 204824

Other than by Subject Classification

Other Assistants

HAMPSHIRE
PORTSMOUTH GRAMMAR SCHOOL
PRE-PREPARATORY DEPARTMENT
Qualified Teacher required in January 1988 for boys 6-7. National scales *plus PGS Allowance.*
Apply in writing, with full c.v., and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (30448) 205824

History

Heads of Department

DORSET
PORT REGIS
Motcombe Park, Shaftesbury SP7 9QA
Co-ed 230, 7-13+
Jan./April/Sept. HEAD OF HISTORY with Rugby/Cricket excellence. Young enthusiast seeking brilliant prospects. Accommodation, fab facilities. Highly motivated staff.
Apply with C.V. and photograph to the Headmaster. (S8326) 203818

Music

Heads of Department

SURREY
CRANLEIGH PREPARATORY SCHOOL
Director of Music required for September 1988 in a busy school where musical activity is of a high standard and is accorded high priority. Organist essential as well as a commitment to boarding school life. Students completing their courses in summer 1988 should not be considered from apply or seeking particulars from: The Master, Cranleigh Preparatory School, Cranleigh, Surrey GU6 8QH. Tel: 0483 274186. (30177) 203818

Other Assistants

HAMPSHIRE
HORDLE HOUSE
(I.A.P.S. 180 pupils, mixed)
Required from January or April 1988, an Assistant Director of Music to succeed to the promotion of Mr Stephen Cleeton, the present holder of the post, to be Director of Music at Bournemouth School.
The successful applicant would be expected to teach class music, piano and organ and take an active role in the musical life of the school.
The ability to play the organ would be an advantage. The Chapel Choir has recently toured Germany and a tour of Portugal is planned for 1988; they also frequently sing in Cathedrals and have given recitals throughout the region. There is also a Girls' and a Junior Choir and much instrumental music.
Excellent facilities are provided in a fine new Music School.
Single accommodation available. School Salary.
C.V., recent photograph and the names of two referees should be sent to: The Headmaster, Hordle House, Milford-on-Sea, Lymington, Hants. SO41 0NW. (30034) 203824

Physical Education

Other Assistants

SUFFOLK
BRANDESTON HALL (FRAMLINGTON COLLEGE JUNIOR SCHOOL)
IAPS/HMC
220 children co-educational day and boarding school 7-13
Required JANUARY 1988, young and enthusiastic teacher to take responsibility for the teaching of PHYSICAL EDUCATION throughout the school. The school boasts fine facilities on its 86 acre site including heated swimming pool, all weather surface and well equipped gymnasium. Most subjects can be accommodated but the ability to teach SCIENCE or GENERAL SUBJECTS would be an advantage as would an interest in coaching cricket to a high standard.
The position would suit either an applicant seeking a first appointment or someone looking for greater responsibility in a second post.
Salary above Baker.
Application in writing with C.V. and the names, addresses and telephone numbers of TWO referees to The Master, Brandeston Hall, Woodbridge, Suffolk IP13 7AG (Closing date for applications 24th September 1987). (12628) 204224

Preparatory Schools

By Subject Classification

Art and Design

Other Assistants

SHROPSHIRE
PACKWOOD HAUGH
A large co-educational Preparatory School requires in January, 1988 a young, enthusiastic, full-time Teacher of Art and Pottery and with an idea of how to develop C.D.T.
Resident accommodation for single or married staff without children.
Please apply to the Headmaster, Packwood Haugh, Ruyton XI Towns, Shrewsbury SY4 1HX with full c.v. and names, addresses and telephone numbers of two referees.
Packwood Salary Scale and good Pension Scheme. (30066) 201284

MARLBOROUGH HOUSE SCHOOL
Hawkhurst, Kent
APPOINTMENT OF HEAD
Applications are invited from suitably qualified persons to take up this post in April or September, 1988.

Marlborough House is an IAPS Boarding & Day Preparatory School for boys and girls.

Further details from:
The Clerk to the Governors,
Marlborough House School,
Hawkhurst, Kent TN18 4PY

Closing date: 6th October, 1987.
(03715)

St Paul's Cathedral Choir School
New Change, London EC4M 9AD
01-248 5156
School Music Director
The Headmaster seeks to make this new appointment of a person of some experience with responsibility for organising and sharing in instrumental teaching, another teaching skill preferably Games and sharing the duties of a boarding school from January 1988 or soon after.

Further details will be forwarded on application to the Headmaster.
(03701)

SUFFOLK
WOODBRIDGE SCHOOL
THE ABBEY SCHOOL
ASSISTANT TEACHER
Required in January, 1988, two experienced infant/junior teachers with the necessary drive and initiative to help establish a Pre-Prep. Department at The Abbey School under the supervision of The Master.
Candidates, who should hold a degree or recognised teaching qualification, should be able to offer a wide range of teaching skills. The ability to teach Games, Art or play the piano would be an advantage. Those appointed will be expected to play a significant role in the purchase of books and equipment and the establishment of curriculum guidelines. They will be full members of The Abbey School staff and will be expected to undertake other duties and possible teaching commitments elsewhere in the School from time to time.
Applications, including a detailed C.V., a passport type photograph, a written letter of application and the names of three referees (one of whom must be the present or immediate past Headteacher) should reach The Headmaster, Woodbridge School, Woodbridge, Suffolk, IP12 4JH no later than 18th September, 1987.
(03702)

APPOINTMENTS IN SCOTLAND

BORDERS COLLEGE OF FURTHER EDUCATION
SL II BUSINESS AND MANAGEMENT STUDIES
(Based at Queens Building, Galashiels)
£12,318-£14,463 (under review)

Applications are invited from those qualified to degree level with relevant experience in further education and industry/commerce.
This post, which operates within a matrix management structure, is for a Head of Section and Curriculum Leader for a range of courses up to HNC level. Opportunities also exist for contributing to and managing other College functions.
This post presents career opportunities within this expanding Section.

HEAD OF SECTION — ART & DESIGN SL II
£12,318-£14,463 (under review)

The College has recently created a fully integrated art section (Base Hawick) which offers courses in painting, photography, pottery, textiles and other three-dimensional work, whether for SCE 'O' and Higher grades or SCOTVEC modules.
A curriculum leader is required to form and lead a small team to develop the work of this section.
Applicants should be professionally qualified and able to provide evidence of relevant experience in both commerce and educational activities.

SECONDARY SCHOOLS PROMOTED POST
PRINCIPAL TEACHER OF ENGLISH
Berwickshire High School Duns, Roll 880
Responsibility payment as per National Agreement
This is a re-advertisement and previous applicants need not re-apply.
Closing date 18 September 1987

PRIMARY SCHOOLS PROMOTED POSTS
HEAD TEACHER BROUGHTON PRIMARY SCHOOL, NR PEEBLES (Salary £16,500 per annum)
HEAD TEACHER BURNMOUTH PRIMARY SCHOOL, NR EYEMOUTH (Salary £15,501 per annum)
Closing date 21 September 1987.
Application forms may be obtained from the Personnel Department, Regional Headquarters, Newton St. Boswells TD6 0SA.
(50741)

REGIONAL COUNCIL **Borders**

ORKNEY ISLANDS COUNCIL
Education Department
POST OF ITINERANT TEACHER OF MUSIC
Applications are invited from suitably qualified teachers for the above post. Applicants must be registered with the General Teaching Council for Scotland.
The post involves teaching at primary and secondary level in various schools in the county.
Salary is in accordance with the Scottish Teachers' Salaries Memorandum, plus an Island Allowance currently £606 per annum.

POST OF INSTRUCTOR OF STRINGED INSTRUMENTS
There is a current vacancy for one of two full-time specialist string instructors in the county. Applicants must have a specialisation on at least one member of the string family and be able to offer tuition in full range of string instruments.
Further details and application forms (to be returned not later than 21 September 1987) may be obtained from the Director of Education and Recreation Services, Education Department, Council Offices, KIRKWALL, Orkney, KW15 1NY, telephone (0856) 3535. (03999)

CRAIGIE COLLEGE OF EDUCATION
APPOINTMENT OF PRINCIPAL
The Board of Governors invites applications from appropriately qualified candidates for the post of Principal which will become vacant on 5th October, 1987, by the retiral of the present holder.

Craigie College provides teacher training facilities for the Ayrshire Division of Strathclyde Region and the Dumfries & Galloway Region. It offers the Bachelor of Education Degree of the University of Strathclyde at Pre- and In-Service level, together with the Post-Graduate Certificate in Primary Education and other professional courses.

It is now proposed to offer this post at an enhanced salary level. Previous applicants need not reapply.

Further information and application forms, which should be completed and returned by Monday, 21st September, 1987, may be obtained by writing to Professor John Butt, BA, PhD, Chairman of the Board of Governors, Craigie College of Education, Ayr, KA8 0SR. (03749)

Colleges of Further and Tertiary Education

Other Appointments

BERKSHIRE
LANGLEY COLLEGE
ETHNIC MINORITIES TRAINING GROUP
COURSE TUTOR - A ONE-YEAR TEMPORARY LECTURER
Required for September 1987.
The College has MSC funding to provide a full-time course for young adults of ethnic minority background whose limited command of the English language impairs their natural and acquired abilities.
The person appointed would be required to act as course tutor and to organise work experience placements.
The person appointed would be required to act as course tutor and to organise work experience placements.
The College would welcome applications from Lecturers with relevant teaching experience. The ability to offer basic numeracy and/or computer studies would be an advantage.
A willingness to work in a team is a key attribute with staff from other disciplines would be essential.
Salary scale: Lecturer Grade I: £6,843 - £11,865 plus London Fringe Allowance.
Berkshire has a scheme for assisting with removal expenses.
Further information and application forms from: Chief Administrative Officer, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.
Closing date: 18th September 1987.
The County Council is an equal opportunity employer. (13605) 220026

DUNDEE
HIGH SCHOOL OF DUNDEE
(RMC Independent)
WOODWIND INSTRUCTOR
(Re-advertisement)
Applications are invited for the above full-time post available from the beginning of September 1987.
The successful candidate will be required to teach throughout the school and to be actively involved in the extra-curricular work of the Music Department.
Letters of application (there are no special forms) containing a curriculum vitae and the names of two referees should be sent to the Rector, High School of Dundee, P.O. Box 16, Euclid Crescent, Dundee DD1 9BP if possible by Monday 14th September. (30449) 170000

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
LECTURER 2: HAIRDRESSING
£8,595 - £13,656 (Salary Scale under review)
The post of Lecturer 2 in Hairdressing is in the new Tertiary College, which combines two Sixth Form Colleges with a College of Further Education.
The postholder will be responsible for the supervision of all Hairdressing and Beauty Courses in the College.
Application forms and further details are available from and returnable to The Principal, Bury Metropolitan College, Market Street, Bury BL9 0BG (Tel: 061-797 6821) by 18th September 1987. (15896) 220026

CUMBRIA
CARLISLE TECHNICAL COLLEGE
To commence e.s.a.p. in the Autumn term.
LECTURER GRADE I CONSTRUCTION CRAFTS
To teach theory and practice of bricklaying and/or joinery to a range of craft apprentice groups. You must be qualified to at least Advanced City and Guilds standard and have a wide industrial experience.
LECTURER GRADE I TRAVEL AND TOURISM
To teach on a range of travel and tourism courses including TEI and BTEC national certificates. The ability to teach BTEC Higher National Certificate subjects would be a good advantage.
You must have COTAC I and II and be professionally qualified.
LECTURER GRADE II BUSINESS STUDIES (ACCOUNTS)
To teach on a range of business studies courses to at least BTEC national certificate level. You must have good professional qualifications and wide experience of commercial practice. The possession of a teaching qualification and/or teaching experience would be strong advantages.
Salary (under review):
LI - £6,843-£11,865 on appointment, ascending to £13,656.
LII - £8,595-£13,656.
Application forms from The Principal, Carlisle Technical College, Victoria Place, Carlisle CA1 1HS. Closing date 21 September 1987. (11714) 220026

Comhairle nan Eilean Siar
Western Isles Islands Council
CURRICULUM DEVELOPMENT OFFICER
(Mathematics)
This post has been established to promote the development of Standard Grade Courses in Mathematics within secondary schools in the Western Isles. The successful applicant will assist and advise colleagues in formulating suitable courses and will be involved in the production of teaching materials, in the promotion of good teaching practice and in ensuring that adequate in-service opportunities are available to meet the needs of teachers.

Candidates should be suitably qualified, be registered with the GTC and should have a proven track record in Curriculum Development.

The appointment is for the period till the end of session 1988/89. Salary in accordance with current regulations + 5% and Islands Allowance £606. Essential Car User's allowance £687 and mileage rates apply with eligibility to participate in the Council's Car Loan Scheme.

ENGLISH TEACHER
Required for Sir E Scott School, Tarbert, Isle of Harris, a four-year secondary with a current roll of 130. The successful applicant will teach all classes up to 'O' Grade, and will be appointed on the basis of a two year contract for the duration of the secondment of the permanent post holder.

Salary quoted in accordance with current regulations plus Islands Allowance £606.

Enquiries to Donald A Stewart, Assistant Director of Education (Secondary). Tel: (0851) 3773 Ext 435.

Application forms and job description from the Department of Administration (Personnel), Council Offices, Sandwick Road, Stornoway, Isle of Lewis. Tel: (0851) 3773 Ext 226.

Closing date 14th September 1987. (50702)

ACCRINGTON & ROSSENDALE COLLEGE
Vice-Principal
Group 6
Salary: £21,616.50 per annum

Required 1st January, 1988 at the above College, Sandy Lane, Accrington, Lancs. BB5 2AW.

This important post in a long established Tertiary College offers the opportunity of a most satisfying and rewarding post to a committed and enthusiastic applicant.

Application forms from/returnable to the District Education Officer, Ewbank House, Cannon Street, Accrington (SAE please).

Closing date: 17th September, 1987

Lancashire County Council is an equal opportunities employer welcoming applications from all sections of the community.
03746

Cannock Chase Technical College
Applications are invited for the post of
Head of Department of Mining
Salary Grade III—£15,456—£17,253 p.a.
(under review)

Application forms and further particulars are available from the Principal's Secretary, Cannock Chase Technical College, The Green, Cannock, Staffs. WS11 1UE.
Telephone Cannock (0543) 462200.
Closing date for applications: 10 days from appearance of this advertisement.
Canvassing will disqualify.
Trade Union Membership encouraged.

Staffordshire
County Council
An equal opportunity employer

Hereward College of Further Education for Physically Disabled Students
Lecturer Grade 1: Information Processing and Technology
Required as soon as possible to teach Information Processing and Information Technology on a range of Business Studies courses (up to BTEC National Diploma level) to 16+ and adult physically disabled students.
Applicants should be suitably qualified teachers or have a business/commercial background and be familiar with modern office technology and software. The post is non resident.
Further details and application form may be obtained from the Principal, Hereward College of Further Education, Bramston Crescent, Tile Hill, Coventry CV4 9SW. Tel: Coventry (0203) 461231.
Application forms should be returned by Friday 25th September 1987.
We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

Wirral Metropolitan College

Principal: J. A. Shackleton, B.A.(Hons)

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

PRINCIPAL LECTURER
(Ref Ext/23)

Responsibilities could lie in at least two of the following areas of work:

Communication Education; Continuing Education and Training; Special Needs; Non-vocational Education

SENIOR LECTURER
(Ref Ext/24)

The post holder will be one of four Senior Lecturers all of whom are heads of sections. Specific skills could include: literacy; numeracy; English as a Second Language; courses for parents; informal women's education; personal effectiveness skills or other areas as appropriate.

LECTURER II — SPECIAL EDUCATIONAL NEEDS
(Ref Ext/20)

COLLEGE DEVELOPMENT UNIT
LECTURER II — STAFF DEVELOPMENT & TRAINING
(Ref Ext/22) RE-ADVERTISEMENT

to join an expanding staff development team.
Previous applications will automatically be re-considered.

LECTURER II — PICK-UP DEVELOPMENT OFFICER
(Ref Ext/14)

Two funded posts for one year in first instance.
To develop the College's continuing professional, vocational and educational updating services to local industry, business and the professions. It is anticipated that each officer will have a background in one of the following disciplines:

1 Manufacturing/Process Technology;
2 Management.

TEMPORARY LECTURER II — STAFF DEVELOPMENT & TRAINING (Ref Ext/26)

For one year only from September 1987, following secondment of a permanent member of staff development team. Successful candidates for above posts should be graduates, teacher trained and have relevant teaching experience (eg C&G 730, 731, 726 etc)

DEPARTMENT OF SCIENCE & MATHEMATICS
LECTURER II IN CHEMICAL ENGINEERING
(Ref Ext/06)

To teach Chemical Engineering on the BTEC HNC and HND programmes. Ability to offer Computer Based Process Control desirable.

LECTURER I — COMPUTER STUDIES (Ref Ext/25)

To teach general Computer Studies at a variety of levels.
Application forms and further particulars for all posts available from the Deputy Principal's Secretary, Wirral Matropolitan College, Carlett Park, Eastham, Wirral L62 0AY. Tel: 051 327 4331.
(Please quote appropriate reference number).
CLOSING DATE FOR ALL POSTS: 18 SEPTEMBER 1987.
(50712)

GRANTHAM COLLEGE OF FURTHER EDUCATION, Stonebridge Road, Grantham Lincs. Telephone (0476) 63141.

Re-advertisement

LECTURER GRADE I — IN ENGLISH AND DRAMA

A teacher trained graduate is required from 1st January 1988 or as soon as possible to teach up to 'A' level in both subjects. The ability to teach EFL would be an advantage.

Application form and further particulars of the post are available from the Principal and should be returned within 14 days.

Lincolnshire County Council

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

AVON COUNTY
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
DEPARTMENT OF SCIENCE AND MATHEMATICS
Applications invited for the following post, duties to commence as soon as possible:-
LECTURER GRADE II IN PHARMACEUTICAL SCIENCES
The appointment may be made at either Associate (half post) or full-time according to the interests of the successful applicant. The person appointed will have responsibility for the BTEC National Certificate in Pharmaceutical Sciences programme run on a block release basis for technicians employed in the South Western Regional Health Authority. This work averages half a full-time teaching post, therefore a full lecturer appointment would carry an additional teaching contribution to the biological and/or general science work of the department.
Applicants must be pharmacists with appropriate experience in hospital/community pharmacy.
Further details and application forms (to be returned by 18 September 1987) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Reference 87/44. (30410) 220026

DEVON
An Equal Opportunities Employer
SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY
DEPARTMENT OF CONSTRUCTION AND BUILDING SERVICES
LECTURER IN BRICKWORK
Required as soon as possible to take charge of brickwork Section. Applicants must be suitably qualified, experienced in the building industry and preferably teacher trained.
Further details available from the Chief Administrative Officer, South Devon College of Arts & Technology, Newton Road, Torquay TQ2 5ES, returnable by 18 September 1987. (SAE please). (17484) 220026

GUERNSEY
STATES OF GUERNSEY EDUCATION COUNCIL
GUERNSEY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
SENIOR LECTURER IN SECRETARIAL STUDIES
Applications are invited for the above mentioned post from experienced Lecturers who wish to extend their managerial experience and be responsible for a wide range of secretarial courses. The Department is expanding its secretarial provision and now wishes to offer the RSA Diploma for Personal Assistants and the RSA Certificate for Secretarial Linguists.
Candidates should have had some experience of at least one of these Courses, with a proven administrative record in Further Education. The person sought should be able to make a significant contribution to the teaching, administration and development of these and all other Secretarial Courses. It is hoped that candidates will have good secretarial qualifications, and an interest in linguistics would be an advantage.
Salary will be in accordance with Burnham scales for Senior Lecturers in Further Education (under review).
Application forms and further details of the above posts may be obtained from the Director of Education, Education Department, P.O. Box 32, Les Couperderie, St. Peter Port, Guernsey (Tel: 0481 710831), to whom completed forms should be returned by Monday, 5th October, 1987. (30150) 220056

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
Bromsgrove

DEPUTY EDUCATION OFFICER AT HEWELL GRANGE YOUTH CUSTODY CENTRE

(LECTURER GRADE II)

For educational purposes the Centre is linked with the College. Applications are invited from teachers with an interest in and experience of special needs education, to join a small, well integrated team that runs an effective and imaginative educational programme.

The appointment will be made as soon as possible.

Present salary scale: £8,595 - £13,656.

For an application form and further details of the post please contact The Acting Principal, North Worcestershire College, School Drive, Stratford Road, Bromsgrove B60 1BB. (17451) 220026

KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey
PART-TIME LECTURERS
Qualified lecturers required for the September 1988 session to teach the following subject areas to 'A' level standard: Psychology, History, English, Chemistry, Computing, Biology, Mathematics, Physics, Geography, Accountancy, Cobol programming, Business Statistics, Microprocessor Systems, Electronics, Communications-English, Cartography, and Basic Hairdressing.
Part-time Lecturers C.P.V.E.
Rates of pay according to Burnham pay scales.
For application form please phone Mrs P. Owens on 546 8151, Ext. 220 or write to above address.
The Royal Borough of Kingston is an Equal Opportunities employer. (30090) 220026

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

MELTON MOWBRAY COLLEGE OF FURTHER EDUCATION
Asfordby Road, Melton Mowbray, Leicestershire LE13 0HJ

LECTURER I IN DRAMA AND THEATRE ARTS
(Re-advertisement)

Required for January 1988, a Lecturer in Drama and Theatre Arts with a special interest in one or more of the following areas: technical, design or voice. The appointee will join a team running a successful Drama and Theatre Arts Foundation Course with work including 'A' Level Theatre Studies.

Previous applicants will be reconsidered. Further particulars and application forms available on receipt of SAE from the Principal. All applications are returnable within 14 days following the appearance of this advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (16919) 220056

ORPINGTON COLLEGE OF FURTHER EDUCATION

Senior Lecturer in Business Studies (Re-advertisement)

to be responsible for co-ordinating the work of the Business Studies Section, with an additional cross-college responsibility for marketing courses and developing links with employers.

Lecturer II in Computing

to teach on BTEC National and GCE 'A' Level (Computing) courses and to be involved in the College's I.T. Programme. Recent commercial computing experience would be an advantage and a successful unqualified applicant would be encouraged to complete a teacher training course.

Application Forms and Job Description from: The Principal, Orpington College of Further Education, The Walnuts, High Street, Orpington, Kent. BR6 0TE. Telephone: 06B9 39336

03953

Bromley THE LONDON BOROUGH

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community

Unless otherwise stated the following are required as soon as possible and the closing date is 17th September 1987.

Application forms available from/returnable to the Principal at the College, unless otherwise stated (SAE please).

Lancaster & Morecambe College
Morecambe Road, Lancaster
LECTURER I – Hairdressing and Beauty – £6,843 – £11,865 per annum.
Teacher trained applicants able to contribute to existing and new courses in hairdressing to the standard of City and Guilds 300 series preferred.

Leyland Runshaw Tertiary College
Langdale Road, Leyland
Required 1st January 1988.
LECTURER I – Cooking and Allied Subjects (to be based at HM Prison, Wymott).
Suitably qualified and experienced teacher of adults to teach basic/survival cookery, some elements of home economics and an NWRAC Catering Course. Experience of working with handicapped and of education within the prison setting an advantage.

Accrington & Rossendale College
Sandy Lane, Accrington.
2 POSTS (LECTURER I)
(a) Sociology/History to teach all levels up to GCE 'A' level.
(b) Painting & Decorating to join an enthusiastic team of staff in the Construction Section.
Application forms/further details from/to the District Education Officer, Ewbank House, Cannon Street, Accrington (SAE please)

03743

WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT

LECTURING VACANCY

Applications are invited for the following post to commence in January, 1988 or sooner where possible.

Application forms and further particulars for the following post must be obtained from the College.

NEATH COLLEGE, Dwr-y-Felin Road, Neath, SA10 7RF

LECTURER 1.

Honours Graduate able to teach French and German to G.C.S.E. level at the College and at its Partner 11-16 Comprehensive Schools. As the post involves working with the Schools and College the successful candidate must be able to teach across the wide age and ability range. He/She must also possess his/her own transport. *This is a Re-advertisement* (Post Ref: 5:12:87).

Ication forms and further particulars for the above post can be obtained from the College upon receipt of a large stamped addressed envelope quoting the post reference.

closing date for the receipt of completed application forms is Thursday, 17th September 1987.

John Beale
Director of Education

(50779)

NEWHAM COMMUNITY COLLEGE

An Equal Opportunity Employer

A College of further, higher and adult education providing education and training for the whole community – from basic skill level to final professional qualifications.

LI in Graphic Design

Suitable for a young qualified Graphic Designer whose wish is to start a teaching career, or a person already teaching but looking for a more fulfilling role in Graphic Design education. Opportunities to work with computer graphics will be available.

The post is within a lively department, currently with 320 full-time students, offering a range of Art and Design provision including BTEC Diploma and Higher Diploma Graphic Design courses.

Applications from women, members of the ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range LI £6,843 to £13,656 plus LW £1,215

Application forms and further particulars are available from:

The Principal (WAB), Newham Community College, High Street South, London E6 4ER.
Tel: 01-552 9927 (24 hours). Closing date: 18.9.87

(50648)

WILTSHIRE COUNTY COUNCIL COLLEGES

SWINDON COLLEGE
Progress through Learning

HEAD OF DEPARTMENT OF ENGINEERING & TECHNOLOGY

Grade VI,
Salary £19,638-£21,639
(under review)

The headship of this major department is vacant from 1 January 1988. The post calls for well qualified technical and managerial leadership. The department's work ranges from CPVE to HND level and includes "state of the art" CAD centre. Opportunity and encouragement for development exist in this fast-growing part of the M4 corridor.

Further details and application forms are available (sae please) from Clive Brain, Principal, Swindon College, Regent Circus, Swindon SN1 1PT. Completed applications should be returned within 14 days of the advertisement.

Equal Opportunity Employer

(50797)

CASSIO COLLEGE
Langley Road, Watford, Herts WD1 3RH

Department of Adult Studies & Home Economics

Required for January 1st 1988 or as soon as possible

Associate Lecturer in Home Economics (0.6 post)

To teach Home Economics and related subjects on a range of courses for students 16 – 19 and possibly for adults.

The successful candidate will be interested in all aspects of Home Economics and its applications to care work in the community.

Salary: Burnham FE. Scale Lecturer I (pro rata) plus London Fringe Allowance.

For further details and application form please wirte to the Principal at the above address. (SAE please).

Applications to be returned by 25 September 1987.

03705

SOUTH CHESHIRE COLLEGE
(Re-advertisement)

Department of Food, Fashion, Health and Social Work
Applications are invited for the following post

Principal Lecturer (Deputy Head of Department)

Applicants should have sound though not necessarily lengthy administrative experience and be professionally qualified to teach in one of the departments major areas viz. Catering, Hair and Beauty, Health & Social Work, Science.

Previous applicants need not re-apply.

Further particulars and application form may be obtained from THE COLLEGE, DANE BANK AVENUE, CREWE CW2 8AB. Tel 0270 69133.

(50764)

EDUCATION DEPARTMENT

LECTURER B IN CATERING SUBJECTS

DUMFRIES AND GALLOWAY COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified and experienced persons for the above mentioned post. The person appointed will be required to teach professional cookery and allied subjects at Craft Level to students undertaking catering and catering related programmes within the department. Industrial and teaching experience are desirable.

Salary – Lecturer B Scale – £9,093 to £13,398 (under review)

Application forms, together with further details, may be obtained from the Director of Education, Education Offices, 30, Edinburgh Road, Dumfries, DG1 1JQ (Tel: Dumfries (0387) 63822), to whom completed forms should be returned no later than 18th September, 1987. (03750)

DUMFRIES & GALLOWAY

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

LEICESTERSHIRE
COUNTY COUNCIL

BROADVIEW FURTHER EDUCATION CENTRE, ASH FIELD SCHOOL

BURNHAM F.E

LECTURER I (£6,843 - £11,865 - award pending)

Required for January 1988 or earlier, an enthusiastic and creative person preferably with experience of teaching post 16 special needs students to help set up, co-ordinate and manage the new Broadview Further Education Centre at Ash Field School.

This Centre will cater for a small group of physically disabled young people who will participate in a variety of courses in different educational establishments including FE Colleges and the Open University.

For application forms and further details, please write to: Director of Education, (Further Education Branch), County Hall, Glenfield, Leicester LE3 8RF.

Closing date for applications is 28th September 1987. (16995) 220026

LINCOLNSHIRE
NORTH LINCOLNSHIRE COLLEGE
LECTURER GRADE II IN COMPUTER AIDED ENGINEERING
Applications are invited for the above-mentioned post which is currently vacant at the Lincoln Centre. Candidate will be a professionally qualified with recent industrial experience. The person appointed will be required to teach CAD/CAM to BTEC Higher levels and to be responsible for developing project work on BTEC National Diploma programmes.
Application forms (Post No. EN/0967) are available from the Principal, North Lincolnshire College, Cathedral Street, Lincoln LN1 3DQ to whom they should be returned by 18th September 1987. (30527) 220026

LIVERPOOL
EDUCATION DEPARTMENT

MILLBROOK COLLEGE
Bankfield St., Bankfield Road, Liverpool L13 0BQ

LECTURER I: YTS CLERICAL SKILLS/CORE SKILLS

Salary £6,843 - £13,656

Applications are invited from suitably qualified and experienced teachers, to teach on the College's YTS Managing Agency. Trainees on this programme usually follow a BTEC First Award or ABTEC National Certificate in Business Studies. Applicants must be able to offer Clerical Skills and the ability to offer Core Skills and Word Processing will be an advantage. The successful applicant will act as a Course Tutor on the Managing Agency and will be responsible for monitoring trainees on work experience and for liaison with employers.

Further particulars and application forms available from the Centre Secretary at the above address, to whom they should be returned by Friday, 18th September 1987.

Liverpool City Council is an Equal Opportunity and welcome applications irrespective of race, sex, marital status or disability. (30393) 220026

NORFOLK
COUNTY COUNCIL

NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION

TEMPORARY LECTURER IN COMPUTER STUDIES

Required to teach general computing plus specialist work in Data Processing. A knowledge of Cobol and/or Pascal programming would be an advantage.

For further details and an application form please send a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ. (16994) 220026

NORTH YORKSHIRE
HARROGATE COLLEGE OF ARTS AND TECHNOLOGY
Faculty of Business and Management
To commence January 1988.
LECTURER GRADE II IN SECRETARIAL SKILLS
Post 'A' Course(s) and in other areas as may be necessary.
The post calls for ability to carry re-co-ordination and in marketing skills. Most appropriately qualified and have had considerable teaching experience. Ability to teach Word Processing and to be conversant with modern office technology is essential.
Salary. £13,515 to £15,873 Depending upon qualifications and experience.
Further details and application forms from the Principal's Secretary, Harrogate College of Arts and Technology, Hornbeam Park, Hookstone Road, Harrogate, North Yorkshire, HG2 8QT, to be returned by 18th September 1987. (11694) 220026

NORTHUMBERLAND
COUNTY COUNCIL

H M YOUTH CUSTODY CENTRE
Castington, Morpeth, Northumberland

LECTURER I (£6,843 - £13,656)

Required from January 1988, a qualified and experienced teacher for the above post, at HMYCC Castington - a closed penal establishment for young male offenders (17-21 years).

The post will combine certain organisational and administrative duties as assistant in the development of the broad education programme for young prisoners. The person appointed will also be responsible for the organisation and co-ordination of a Community Care course.

Previous experience within these areas and in teaching young adults would be advantageous.

Removal and travelling expenses may be payable.

For application forms and further details send a foolscap sae to the Director of Education, County Hall, Morpeth, Northumberland NE61 2EF, returnable by 18 September 1987. 220026
(11707)

NORTH YORKSHIRE
YORK COLLEGE OF ARTS AND TECHNOLOGY
SCHOOL OF BUSINESS STUDIES
SENIOR LECTURER OF MANAGEMENT STUDIES to head a small team and to be responsible for this aspect of the work of the School.
Candidates should have good qualifications and/or professional qualifications together with managerial experience in industry or commerce. A willingness to participate in Management Studies, also some clerical work, is considered desirable.
Salary. £13,515 to £15,873 Depending upon qualifications and experience.
Further details and application forms available (large s.a.e. please) from the Principal, York College of Arts and Technology, Dringhouses, York YO2 1UA. Closing date 18th September 1987. (11656) 220026

SOMERSET
COUNTY COUNCIL

BRIDGWATER COLLEGE
Bath Road

(Tertiary)
MANAGEMENT LECTURERS

(Salary £8,595 up to £13,656 per annum, appointment to a maximum of £15,873 (Grade LII/SL)

Candidates must have:

- good Personnel Management experience or Marketing experience
- qualifications to degree and preferably post-degree level
- corporate membership of a professional institute
- management and training skills or both.

Join a small but progressive team to lead existing post-graduate and post-experience management courses and help to develop new ones.

Application forms and further details from the Principal, Bridgwater College, Bath Road, Bridgwater, Somerset TA6 4PZ (sae please).

Closing date 30th September 1987.

AN EQUAL OPPORTUNITIES EMPLOYER. 220026
(12685)

Birmingham City Colleges

MATTHEW BOULTON COLLEGE

LECTURER I*
Business Studies (two posts)

1. For a range of BTEC National Core and Option Units, particularly Finance and the Organisation in its Environment. IT Skills would be an advantage.
2. Temporary until 31.3.88 covering a secondment. To teach a range of Business Studies Subjects from Banking, Economics, Accounting and Marketing.

For both posts you should be a graduate and/or hold a professional qualification and ideally be teacher trained.

Radio and TV

To teach Radio, Television and Electronics to students following the CGLI 224 Electronic Servicing course. The opportunity to teach Audio and Television subjects on Technician courses may be available. You must hold a CGLI 224 Part 3 certificate or its equivalent and have experience of domestic and industrial electronics systems, including colour TV.

Distribution Management (Temporary)

To teach a range of units on CGLI and BTEC First and National courses. An ability to offer Retailing and Numeracy is required. You should be a graduate and/or hold a professional qualification and ideally be teacher trained. Temporary until 31.3.88 covering a secondment.

LECTURER II*
Accounting and Finance

To teach BTEC accounting units at National and Higher National level. An ability to teach accounting on professional courses would be an advantage. You should hold a degree and/or relevant professional qualifications and ideally be teacher trained. Initially temporary for one year covering secondment.

SENIOR LECTURER*
Information Technology (Temporary)

To teach IT Skills to a range of BTEC, professional and vocational courses. You will be expected to take a leading role in the development of IT Skills throughout the Department. You should hold a degree and/or relevant professional qualifications and ideally be teacher trained. Initially temporary for one year covering secondment.

Further particulars and application forms for all the above posts from: The Principal, Matthew Boulton College, Sherlock Street, Birmingham B5 7DB. Telephone: 021-440 2881.

HANDSWORTH TECHNICAL COLLEGE

LECTURER I*
Business Studies

To teach Information Processing and Core Studies on BTEC courses.

Clothing Manufacture

To teach pattern cutting, grading and cutting room practice to a range of courses up to BTEC Diploma. Teaching or instructor experience would be an advantage.

SENIOR LECTURER*
Caring and Personal Services (Re-advertisement)

To act as Team Leader to staff working in the area of Caring for Children and the Elderly, Hairdressing and Beauty Therapy.

Further particulars and application forms for the above three posts from: The Principal's Secretary, Handsworth Technical College, Soho Road, Birmingham B21 9DP. Tel: 021-551 6031.

COLLEGE OF FOOD, TOURISM AND CREATIVE STUDIES

LECTURER II*
Accounting and Financial Management (Re-advertisement)

You should have a sound knowledge of the subject area, hold a degree and/or a professional qualification and have relevant industrial experience.

Further particulars and application forms from: Mrs. Anne Hartill, College of Food, Tourism and Creative Studies, Summer Row, Birmingham B3 1JB. Tel: 021-235 2775. (Please quote Reference BCF70). Closing date: 7 days after the appearance of this advertisement.

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*Salary Lecturer I – £6,843-£13,656
Lecturer II – £8,595-£13,656
Senior Lecturer – £12,618-£15,873
(Inner at £14,820)
(All salaries are under review).

Closing date for all of the above posts 14 days after the appearance of this advertisement unless otherwise stated.

"The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability."

KILBURN POLYTECHNIC
Priory Park Road NW6 7UJ

Lecturer I in Health Subjects 87/19

Required from 1st January 1988 to teach Health Studies to Nursery Nurses, Social Care and Vocational Preparation students. An applicant should be as Registered General Nurse, hold the Health Visitor's Certificate and have recent experience in community health services. A teaching qualification is desirable.

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

Lecturer I in Typing and Distribution

(Temporary Unestablished Post from 1st January 1988 to 31st August 1988) Ref: 87/21

Required from 1st January 1988 (or as soon as possible thereafter) to teach Typing, Word Processing and Distribution on a range of courses in the department. An ability to offer basic book-keeping and Teeline shorthand would be desirable. Candidates must demonstrate an understanding of and commitment to anti-racist and gender equality policies.

Salary for both posts:
Lecturer I £6,843-£11,985 plus London Allowance of £1,215

Brent is an equal opportunities employer. Applications are welcome from candidates, irrespective of race, nationality, ethnic or national origins, age, marital status, gender, and from lesbians, gay men and disabled persons.

Brent is fully committed to Multi-Cultural Education.

Further particulars and application forms, returnable within 14 days of this advertisement may be obtained from the Principal on receipt of a S.A.E.

(03086)

London Borough of BRENT

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the College of Ripon & York St John

LECTURER II/ SENIOR LECTURERS
£8,595 – £13,656 – £15,873
(under review)

Posts graded Lecturer II/Senior Lecturer are to be filled from 1 January 1988 in the Department of Professional Studies and the Department of Mathematics and Science.

DEPARTMENT of PROFESSIONAL STUDIES

Due to continued strong recruitment and expansion of primary teacher education, three new members of staff are required with graduate or equivalent qualifications and current/recent experience of the classroom.

Specialist strengths are required in the areas of The Early Years, Language and Reading and Special Education Needs, but other strengths directly related to the primary curriculum will be welcomed.

DEPARTMENT of MATHEMATICS and SCIENCE

Mathematical Education – a well qualified person with recent teaching experience at primary school level is required. The successful candidate will contribute to initial teacher education (BEd and PGCE) and to in-service work for teachers. An ability to teach academic courses in mathematics will be an advantage.

Application forms and further details can be obtained, stating the appointment in which you are interested, from the Personnel Office, The College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX or by telephoning York (0904) 56771 extension 329. Completed application forms are to be returned by 28 September 1987.

03714

ESSEX INSTITUTE OF HIGHER EDUCATION
SCHOOL OF LAW

LECTURESHIP IN LAW — LII SL

Salary: LII £8,595-£13,656 per annum SL £12,615-£15,873 (bar at £14,820) per annum (pay award pending)

A Lecturer is required for the Institute's LLB Degree course.

CLOSING DATE: 18 September 1987

APPLICATION FORMS AND FURTHER DETAILS AVAILABLE FROM THE PERSONNEL OFFICE, ESSEX INSTITUTE OF HIGHER EDUCATION, VICTORIA ROAD SOUTH, CHELMSFORD CM1 1LL. TEL: CHELMSFORD (0245) 493131 EXT. 247

(50779)

ESSEX County Council

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SOUTHPORT COLLEGE OF ART & TECHNOLOGY
Mornington Road, Southport PU9 0TT
SENIOR LECTURER
Required for 1st September or as soon as possible thereafter to take charge of the Management Services Division. Experience of teaching in a College of Further Education essential.
Teaching subjects should include one or more of the following: Accounting Law, Government, Computing, Management Studies.
Application forms and further details are available, on receipt of a s.a.e., from the Director of Personnel, to whom completed forms must be returned by 18th September 1987.
Sefton is an Equal Opportunity Employer.
Canvassing will disqualify. (17205) 220026

STAFFORDSHIRE
NEWCASTLE-UNDER-LYME COLLEGE
Liverpool Road,
Newcastle-under-Lyme,
Staffs. ST5 2QF

Tel: (0782) 611531

Principal: W. G. M. McCollum, B.A.

The following vacancies have arisen in this thriving Tertiary College which was established in September 1986.

LECTURER GRADE I IN GERMAN AND FRENCH
Required for January 1st, 1988, a Lecturer Grade I to teach German to Advanced level and beyond, and French preferably to Advanced level.

LECTURER GRADE I IN ART AND DESIGN (TEXTILES)
Required as soon as possible, a Lecturer Grade I to teach Textiles to students on a variety of courses in the Art Department including BTEC, Foundation and GCE.

Salary: £6,843 - £11,865 progressing to £13,656 pa (under review).

Application forms and further details are available from the Principal's Secretary, to whom completed forms should be returned by September 18th.

Canvassing will disqualify.

Trade Union Membership encouraged.

An Equal Opportunity Employer.

STAFFORDSHIRE COUNTY COUNCIL. (17206) 220026

STAFFORDSHIRE
STAFFORD COLLEGE OF FURTHER EDUCATION
Lecturer Grade 1 with responsibility for the Y.T.S. Work Introduction Course and Basic Skills Teaching.
Lecturer Grade 1 in Electrical/Electronic Engineering
Lecturer Grade 1 in Secretarial Skills.
Lecturer Grade 1 in Music
Lecturer Grade 1 in Finance and Related Subjects and The Organisation in its Environment.
£6,843 - £11,865 progressing to £13,656 per annum (under review).
Lecturer Grade II in Computer Science.
£8,595 - £13,656 per annum (under review).
Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 3QR.
Closing date for applications: 18th September 1987.
Canvassing will disqualify.
Trade Union Membership encouraged.
An Equal Opportunity Employer.
STAFFORDSHIRE COUNTY COUNCIL. (17203) 220026

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey SM5 2EJ
Tel: 01-647 0051/8
Required as soon as possible: LECTURER GRADE 1 - SECRETARIAL.
A Lecturer is required to teach a variety of secretarial subjects. The successful applicant should have relevant experience and possess relevant qualifications.
Application form and further particulars from the Principal of the College, to whom completed forms should be returned within fourteen days of the appearance of this advertisement. This is an equal opportunities employer.
(17733) 220026

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road,
Nuneaton CV11 6BH

Tel: 0203 349321)

LECTURER II IN BUSINESS AND MANAGEMENT STUDIES

(readvertisement - previous applicants need not reapply)

Required from 1st September or as soon as possible thereafter, a Lecturer II in Business and Management Studies to act as Resource Co-ordinator for the Division to play the leading role in the development of new Business Studies Resource Centre and Workshop. Candidates should be graduates or professionally qualified in relevant business subjects and must have a keen interest in Information Technology and its application to Business Studies courses.

Salary: £8,595 - £13,656 per annum (under review).

Further details and application form are available from the Principal's Secretary and should be returned within fourteen days of the appearance of the advertisement.

Warwickshire is an equal opportunities employer. (16692) 220026

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road,
Chippenham, Wilts. SN15 3QD

DEPARTMENT OF COMMUNICATIONS AND MEDIA STUDIES

Required from 1st September or as soon as possible thereafter.

LECTURER I in JOURNALISM AND RADIO, to run the College's full-time course in this subject and teach journalism and Communications to 'A' level standard.

Candidates should have experience in journalism, teaching experience and a degree or similar qualification. A teaching qualification is very desirable.

Interviews will be held during August.

Further details and application forms available from the Clerk to the Governors at the College (SAE please).

An Equal Opportunity Employer. (16631) 220026

WILTSHIRE
TROWBRIDGE TECHNICAL COLLEGE
College Rd., Trowbridge. Wilts. BA14 0ES

LECTURER I IN PSYCHOLOGY

Psychology graduate with 'A' level teaching experience needed for January 1st 1988 for interesting new post and full time two year 'A' level Psychology courses.
Details available from: Principal's Secretary, Trowbridge Technical College, College Rd., Trowbridge, Wilts. BA14 0ES. (19652) 220026

WINCHESTER
KING ALFRED'S COLLEGE
Winchester

LECTURER II/SENIOR LECTURERS IN PROFESSIONAL STUDIES (PRIMARY EDUCATION)

Required January 1988.

Applications are invited for three posts in the subjects/curriculum areas listed below, which cover the following areas:

(a) Classroom Organisation and Management, Multicultural Education, Psychology of Education and Evaluation

(b) Mathematical Education

Humanities or Environmental Studies

Science and Technology

Candidates should be well qualified preferably with a Masters degree or recent relevant experience in the Primary sector. At least one appointment will be for the infant age-range.

Further details are available from the Principal, King Alfred's College, Sparkford Road, Winchester SO22 4NR, Tel: (0962) 62281, Ext. 220. Closing date for applications: 25 September 1987. (03052) 340096

Colleges of Higher Education

Other Appointments

WINCHESTER
KING ALFRED'S COLLEGE
Winchester

PRINCIPAL LECTURER IN SPECIAL NEEDS AND NASEN/STANDING

Required from 1 January 1988 or as soon as possible thereafter.

Applications are invited for the post from suitably qualified and experienced professional workers in the education, or social or health service. Previous teaching experience in higher education is desirable; recent research experience and a proven record of scholarship is essential.

The person appointed will have a particular responsibility for directing the Master's Degree in Special Education Needs, which is a three year part-time transdisciplinary course. The successful applicant will also be actively involved in the development and management of new courses in areas for health and social services personnel and in the supervision of research students registered for higher degrees.

Further details are available from the Principal, King Alfred's College, Sparkford Road, Winchester SO22 4NR, Tel: (0962) 62281, Ext. 280. Closing date for applications: 25 September 1987. (03061) 340026

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

NFER

TVEI EVALUATION

Research Officer
Post No. TV05

The NFER is the country's leading educational research institution. Its staff work in a friendly and informal atmosphere and its offices are surrounded by pleasant grounds on the outskirts of Slough.

Applications are invited for the post of Research Officer on a wide-ranging, well-established research programme, sponsored by the MSC, which is concerned with the evaluation of TVEI projects in English and Welsh authorities. The study is especially focusing on issues relating to management, organisation and operation of the schemes and on the reactions of the various parties involved. Information is being gathered by means of questionnaire surveys and field-based studies involving LEA personnel, heads, teachers, parents and employers, as well as the young people taking part in the initiative.

Candidates should possess a good honours degree and have a working knowledge of research methods in the social sciences. Well-developed interviewing and liaison skills and an ability to meet tight deadlines are particular requirements of the job. First-hand experience is especially sought in the following areas: educational management; curriculum innovation in technical and vocational education; education-industry links and the interviewing of employers. In addition, candidates should be capable of working with people at all levels of the education and training services. Since a considerable amount of report-writing will be involved, they should also have the ability to write to publication standard.

The appointment will start on October 1st, 1987, and extend until the end of 1988. The successful applicant will join a team of one principal research officer and three other research officers who are based at Slough. Considerable travel throughout England and Wales, will, however, be involved.

Salary: up to £13,080 per annum, according to qualifications and experience.

The Foundation welcomes staff on secondment or leave of absence from their current employers and candidates are invited to discuss possible arrangements for this.

For an application form and further particulars, please apply to the Personnel Office, NFER, The Mere, Upton Park, Slough, Berks, SL1 2DQ. Telephone Slough (0753) 74123.

Closing date for return of completed application forms, no later than Friday, 18 September, 1987.

50740

PLEASE MENTION THE T.E.S. when replying to advertisements

Thames Polytechnic
Incorporating Avery Hill and Garnett

SCHOOL OF EDUCATION STUDIES

RESEARCH ASSISTANT

required for two years from 1 October 1987. The successful applicant will assist the development of a research project 'Curriculum Access in the Primary School' investigating changes in the mode of support teaching and the consequences for children with special educational needs.

Applicants should possess a degree in psychological or sociological studies and preferably have some experience of research, a knowledge and interest in Primary School curriculum and the needs of individual children is required. The successful applicant will be encouraged to carry out his/her own research within the project and register for MPhil/Phd.

Salary scale: £7,275-£8,058 per annum inclusive

Further particulars and application form from the Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 6PF, to be returned by 22 September 1987.

Thames Polytechnic is an equal opportunities employer. (50765)

Buckinghamshire County Council
(An Equal Opportunity Employer)

HEAD OF ADULT EDUCATION (BURNHAM)

Scale: Burnham HOD II £14,136-£15,933 (plus £309 fringe allowance)

This post offers a good opportunity for an experienced person to further their career in a large and thriving centre. Applicants should be qualified teachers, preferably with adult teaching and/or training experience, possess a high level of organisational and management skills, and be able to work creatively with a range of professionals, volunteers and agencies. It is essential that applicants can demonstrate a good understanding of adult education and ideally should have practical experience of running the service. Attractive relocation package and car leasing scheme available.

Further details and application forms from Chief Education Officer (J13), County Hall, Aylesbury, HP20 1UZ. Closing date for applications: 16 September 1987. (50746)

APPOINTMENT OF ADULT EDUCATION PRINCIPAL
(POOLE AREA)

Applications are invited for the above post to commence January 1st 1988.
Salary HOD II.

Further details and application forms available from Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth on receipt of s.a.e.

Closing date for applications 28th September 1987 (50743)

DORSET County Council

Adult Education

SOMERSET COUNTY COUNCIL

STAFF TRAINING TUTOR
(ACCREDITED CENTRE)

The Somerset and Dorset Accredited Centre (SADAC) is seeking a tutor to work from its Bridgwater base. It will involve tutoring certificated courses, developing original training programmes, coaching and supporting the staff involved in Y.T.S.

Applicants should have had experience or working on Y.T.S., an understanding of current demands on Training Organisations, experience of training adults and an ability to work with others in a team. The post is graded Burnham FE LI, (£8,595 to £13,656 p.a.) and is initially offered from 1st November 1987, or as soon as possible thereafter until 31st October 1988.

Car driver essential.

Application form and further details (s.a.e. please) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Tel: 0823 252741. Closing date 14th September 1987. Interviews will be held on 25th September 1987.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (11683) 440000

YOUTH AND COMMUNITY WORKERS (2 Posts)

Salary: JNC Level 1 – £8,000 – £9,050

We are seeking to employ two enthusiastic, qualified Youth and Community workers to be based at large Youth and Community Centres in Ryde and Ventnor.

The persons we are seeking should:

- be able to work in a team under the direction and guidance of an experienced worker;
- be committed to face to face work in a Club setting.

The post offers:

- a high level of support and supervision;
- the potential for a wide range of youth work experiences;
- In-service training opportunities for personal development.

The Youth and Community Service is currently in the consultancy phase towards a CETYCW Accredited Staff Development Policy.

The vacancies have arisen due to staff being promoted to senior positions with other Authorities.

Commencing date for employment will be 1 November 1987.

For informal discussions please contact Ivor King (Ryde) (0983) 62416, Dave Weaver (Ventnor) (0983) 852686, Peter Gambles or George Weech at County Hall, Newport (0983) 524031 ext 294.

Application forms available from the County Education Officer, County Hall, Newport, IW, PO30 1UD. (SAE please).

Closing date: 18 September 1987.

The Isle of Wight County Council is an Equal Opportunities Employer. (50719)

Isle of Wight County Council

Youth and Community Service

BRISTOL
DIOCESE OF BRISTOL
YOUTH OFFICER
Required in January 1988 or as soon as possible thereafter an Archdeaconry Youth Officer based in Swindon. Experienced Christian lay or ordained, able to train leaders and to advise parishes on all aspects of work with young people.
Diocesan Incumbent Salary Scale, plus housing.
Details from Diocesan Director of Education, 23 Great George Street, Bristol BS1 5QZ. Applications by 31st September 1987. (30429) 440000

HAMPSHIRE
COUNTY COUNCIL
ALTON COLLEGE
AREA YOUTH AND COMMUNITY WORKER
Required for Bordon and surrounding villages. Suitable experience and/or qualifications desirable. Salary scale Burnham F.E. Lecturer Scale.
For further details contact the Principal's Secretary, Tel: 0420 88118.
Applications, including c.v., s.a.e., and name and address of two referees should be addressed to the Principal, Alton College, Old Odiham Road, Alton GU34 2LX. Closing date 14th September 1987, interviews will be held on 25th September 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (11683) 440000

DETACHED YOUTH WORKER
£9,400-£12,600 p.a. Ref: CMB/28/145

A qualified and experienced detached youth worker (male or female) is required to work as a member of the DYW Team, Hyson Green, Nottingham, especially with young people of Afro-Caribbean origin and who do not use our usual youth facilities. Candidates would be expected to maintain and develop the work of the previous post holder, particularly work with young women and girls. The Team encourages young people to identify issues which affect their lives and enable them to take appropriate action to eliminate the causes, e.g. racism, sexism, unemployment.

For an informal discussion contact Mr. M. Livermore on Nottingham (0602) 824220.

OUTREACH WORKER
£8,000-£9,050 p.a. Ref: VB22/145

Required to join a team of workers responsible for a variety of work with young people in the town of Newark for the Urban Town Family of Clubs. The worker will complement the work of Stage 1 Coffee Bar, a grant aided voluntary project, which operates as a counselling and Welfare Rights Centre and Centre for Work with the Unemployed. He/she will be expected to develop projects on issues arising from contacts with young people in the town centre particularly those relating to girls and young women; and will support and sevice 3 part time centres, one of which is a Gateway Club.

For further information/informal discussion contact Ms. Janet Watson, Assistant Youth and Community Officer (North) on Nottingham (0602) 824203.

Relocation expenses where appropriate.

For all the above posts, request for application forms and job descriptions should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 6BJ, accompanied by a self addressed envelope. Closing date 18 September. Please quote appropriate post title and reference when applying.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Leisure Services/Youth and Community

Team Leader
(Beeston, Stapleford Urban Team Family of Clubs)
£13,800-£15,400 p.a. Ref: VB35/145

If you have considerable experience and a relevant qualification in youth work and are a competent organiser and manager, able to motivate and support other adults, this post would be for you. The Team Leader (male or female) will be supported by clerical and admin. assistance and will be responsible for a team of 5 leaders in charge including 2 full time youth workers. This post offers considerable scope for imaginative development and requires someone who is able to use initiative.

For further information/informal discussion contact Mr. Gordon Thompsell on Nottingham (0602) 224957.

Youth & Community Worker
£10,200-£13,400 p.a. Ref: VB21/145

We require an experienced and qualified full-time Youth & Community Worker (male or female) at the Hyson Green Boys Club which is part of the Hyson Green/Radford Urban Team Family of Clubs located in the city of Nottingham. The worker will be wholly responsible for the work at this centre, will be accountable to the Team Leader, and will have the support of a large staff team. The work undertaken at the centre requires someone with experience of working in an inner city environment with a multi-cultural setting. The centre caters for males and females and offers opportunities to local young people during both the daytime and the evening.

For an informal discussion contact Martyn Livermore, Assistant Youth & Community Officer (South) on Nottingham (0602) 824220.

Detached Youth Worker
£9,400-£12,600 p.a. Ref: CMB/28/145

A qualified and experienced detached youth worker (male or female) is required to work as a member of the DYW Team, Hyson Green, Nottingham, especially with young people of Afro-Caribbean origin and who do not use our usual youth facilities. Candidates would be expected to maintain and develop the work of the previous post holder, particularly work with young women and girls. The Team encourages young people to identify issues which affect their lives and enable them to take appropriate action to eliminate the causes, e.g. racism, sexism, unemployment.

For an informal discussion contact Mr. M. Livermore on Nottingham (0602) 824220.

Outreach Worker
£8,000-£9,050 p.a. Ref: VB22/145

Required to join a team of workers responsible for a variety of work with young people in the town of Newark for the Urban Town Family of Clubs. The worker will complement the work of Stage 1 Coffee Bar, a grant aided voluntary project, which operates as a counselling and Welfare Rights Centre and Centre for Work with the Unemployed. He/she will be expected to develop projects on issues arising from contacts with young people in the town centre particularly those relating to girls and young women; and will support and sevice 3 part time centres, one of which is a Gateway Club.

For further information/informal discussion contact Ms. Janet Watson, Assistant Youth and Community Officer (North) on Nottingham (0602) 824203.

Relocation expenses where appropriate.

For all the above posts, request for application forms and job descriptions should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 6BJ, accompanied by a self addressed envelope. Closing date 18 September. Please quote appropriate post title and reference when applying.

An Equal Opportunity Employer.

New and Exciting Opportunities in Adult and Community Education

Following a review of the Adult Education Service in Humberside, two senior county posts have become available:

Senior Adult Education Co-ordinator
Burnham Principal 3 £19,491 – £28,410 (pay award pending)
General Advisor (Community Education)
Soibury Group 10 Headship £19,260 – £27,660
(pay award pending)

Requirements: You must have a proven record in Adult and Community Education Management and practice, you must also be able to clearly demonstrate leadership of the highest quality.

Benefits: You will be based in an area which enjoys easy access to motorway, rail and airport links. The North Yorkshire Moors, East Coast Resorts and York are all close. Housing prices are low – a generous relocation package may be payable in approved cases.

Application forms and further details from: Miss S Scott, Post Compulsory Education, County Hall, Beverley (0482) 867131, Ext 3414. Closing Date: 22.9.87 (50764)

Humberside County Council
Working towards equal opportunities

DORESET COUNTY YOUTH SERVICE

POOLE TOWN CENTRE DETACHED YOUTH WORK PROJECT

Detached Youth Worker.

Salary JNC Range 3 Points 4-8
(at present £10,338 to £11,598 under review)

Applications are invited from suitably qualified and experienced women for the above post which initially is for a period of five years following a review after three years. The women appointed will have a particular care for girls and young women at risk. This is a new project set up through a partnership between the Girls Friendly Society, the Talbot Village Trust, Salisbury Diocesan Board of Education and the Local Education Authority.

Application forms and details available from the Area Youth Officer, Top Floor, 3 Park Road, Poole BH16 2SL on receipt of s.a.e. Closing date 18th September, 1987. (50745)

DORSET County Council

Warwickshire County Council

WARWICKSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

This is a readvertisement: previous applicants need not reapply

ABBEY HOUSE YOUTH PROJECT, LEAMINGTON SPA

This new five-year project is seeking to establish a "Youth House" in Leamington Spa which can identify and meet the needs of young people in the centre of the town in an imaginative and innovative way. The programme will promote a wide range of social and recreational opportunities and offer counselling and guidance services to young people.

Applications are invited from suitably qualified and experienced men and women for the following post which is a fixed-term five-year appointment:

Project Youth Worker (ref. SP/PAW/P.Y.W.)

Salary scale JNC Range 3 points 1-5 (under review)

The successful applicant will work under the supervision of the newly-appointed Project Manager to actively promote the aims of the Project. He or she will be responsible for developing specialist aspects of the Project's work for specific target groups, and also developing and maintaining supporting links with other agencies.

Application form and further particulars are available from the County Education Office, 22 Northgate Street, Warwick, CV34 4SR, by enclosing a S.A.E. size 9" x 6" and clearly stating the reference of the post. For an informal discussion please telephone Mike Swan on Warwick 46666.

Closing date 18th September, 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER (63364)

Harrow College of Higher Education

Applications are invited for the following appointment, tenable from 1 January 1988:

VICE-PRINCIPAL
(Academic & Development)
Group 7 (£23,142 p.a.)
plus London Allowance £1,215 p.a.

For further information concerning this appointment and application form please write to the Staffing Section, Harrow College of Higher Education, Watford Road, Northwick Park, Harrow, Middlesex, HA1 3TP, or telephone 01-864 5422, Ext. 232. Completed applications are to be returned to the Staffing Section within 14 days of the appearance of this advertisement.

Harrow is an Equal Opportunities Employer

(03763)

YOUTH & COMMUNITY
continued

MERSEYSIDE

MERSEYSIDE YOUTH ASSOCIATION (LIMITED)
Applications are invited for the following posts to work within the Association's thriving Youth Work Unit.
1. FIELD WORKER (Ref. No. 1/88). Salary inc. £11,181.
2. FIELD WORKER TO WORK WITH DISABLED YOUNG PEOPLE. Salary inc. £ (3).
All applications should be NVQ qualified, and have at least five years relevant experience in working with young people.
Both posts are substantially that of professional Field Officers, whose main tasks would be to deliver each service at its grass roots level.
For further details and application form you should contact: The Chief Executive, Merseyside Youth Association Limited, 86/88 Shell Road, Liverpool L6 5AF.
For informal discussion you should contact Bill Cox, Senior Field Worker. Tel: 051-263 6557.
M.Y.A. is an Equal Opportunities Employer, welcoming applications from all sections of the Community.
Closing date: 16th September 1987.
PLEASE NOTE: This is a re-advertisement, therefore previous applicants need not apply. (30397) 440000

SOLIHULL
EDUCATION COMMITTEE
YOUTH AND COMMUNITY TUTOR
Salary J.N.C. New Grade Level 2 - (£10,209 - £12,600 from 1.9.87)

We require a suitably qualified and experienced candidate for this post, based at Whitesmore Youth and Community Centre, a purpose built centre on the campus of Whitesmore Comprehensive School. Available from September 1987.

Application form and further details to:s.e. please) from Director of Education, P.O. Box 30, Council House, Solihull, West Midlands B91 3QU.

Closing date: 18th September 1987. (30050) 440000

LONDON BOROUGH OF BARNET
DIRECTORATE OF EDUCATIONAL SERVICES
YOUTH AND COMMUNITY SERVICE

SENIOR YOUTH AND COMMUNITY WORKER AND CENTRE MANAGER

Are you a successful Youth and Community Worker looking for new challenges?

Do you have the drive, energy and ability to lead a team of committed workers in identifying and developing local needs?

If so, you may be just the person we need.

We are looking for a Centre Manager to lead and co-ordinate our Grahame Park Youth and Community Team, and to build on the excellent progress made in recent years.

Grahame Park is a modern housing estate located in Colindale NW9, and has a cosmopolitan population. The Youth and Community Team are responsible for:

* a Youth Club on four evenings per week for 9-21 year olds;
* a purpose-built adventure playground;
* community development through management of the extensive community use of Local Authority premises. These include a gymnasium, indoor pool and flood-lit all-weather pitches.

To fulfil this challenging and demanding role you should be a qualified Youth Worker with experience of face to face youth work. Experience and qualifications in a related field such as recreational management would be an advantage.

In return for your dedication and hard work, we can offer:

* a salary of between £13,257 and £14,244 per annum inclusive;
* a minimum annual leave entitlement of 24 days;
* additional leave at most Bank Holidays;
* a stimulating environment in which to work;
* good support and supervision;
* an Essential User Car Allowance.

If you are interested in this post, contact Peter Thorn on 01-202 2757 for an informal discussion.

Closing date: 17th September, 1987.

Application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202 8282, Ext. 2372 (01-202 6602 outside office hours). (50788).

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH Barnet

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER
SOMERSET COUNTY COUNCIL
SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE
MENDIP AREA COMMUNITY EDUCATION

YOUTH WORKER STREET YOUTH CLUB

Salary JNC (new level) 2(1-9) £9,400-£12,600

Applications are invited from qualified Youth and Community Workers for this challenging post based at Street Youth Club. In addition to responsibility for developing a wide ranging programme of youth activities at the Youth Club, the postholder will work closely with staff at the adjoining school, FE college, theatre and swimming pool who are corporately seeking designation as a Community Campus.

Further details of this post and application forms are available from Staffing (NT) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY. (sae please).

Closing date 25th September 1987.
AN EQUAL OPPORTUNITIES EMPLOYER (50748)

Overseas Appointments

ARGENTINA

ST. HILDA'S COLLEGE
Buenos Aires

This coed. bilingual day school seeks a teacher of

COMPUTER STUDIES/ MATHS

to GCE for March 1988. The ideal candidate will be a qualified teacher with knowledge of applications in commerce and industry. 3 yr contract, free fares, housing, medical etc. High local salary, other benefits.

For further details and an application form please contact Gabbitas-Thring Recruitment, 6,7 & 8 Sackville St., London W1X 2BR. Tel: 01-734 0161 (Miss Rostrom). (13648) 450000

NEW ZEALAND
DIOCESAN SCHOOL FOR GIRLS
Auckland, New Zealand
CHAPLAIN
An additional Chaplain is sought to commence in February 1988.
The School is an Anglican girls' school, founded in 1903, with a roll of 1070 from new entrants to Year 13. From 1988 all students will be day girls.
The successful applicant will contribute to the work of the Chapel, to the teaching of Religious Education and to the general and pastoral life of the School. Teaching experience and the ability to teach in another subject area are desirable, but not essential.
Written applications with the names of two referees should be sent to: The Headmistress, Diocesan School for Girls, Epsom, Auckland 5, New Zealand. Tel: 0064 9 545553.
Closing date for applications: 31 October 1987. (30441) 460000

EDUCATION DEPARTMENT

COUNTY YOUTH AND COMMUNITY OFFICER

Salary: £18,045-£19,224 p.a.

An appointment is required for 1st January, 1988. The County Youth and Community Officer will have responsibility for the county wide co-ordination, promotion and development of the Youth and Community Service including close liaison with voluntary youth agencies and community groups.
Applicants should have varied and successful experience within the youth and community service, have knowledge of and credibility with voluntary organisations, school based and free standing centres, and have the personality to adopt a high profile in local committees. He/she must be well informed about current developments in the service, have good academic qualifications and proven leadership ability.
An appropriate Car User Allowance will be paid and assistance with removal and resettlement expenses will be given.
Interviews will be held in mid October.
Application forms and further details are available from the Director of Education, County Hall, Chichester, West Sussex. PO19 1RF, or by telephoning Mrs. Carol Vigor on Chichester 777763.
Closing date: two weeks after appearance of advertisement. (50769)

west sussex

The Methodist Church
Division of Education and Youth
dey
is seeking a
NATIONAL TRAINING SECRETARY
to succeed Miss Beryl Underhill on her retirement, to develop the policies and programmes of the church in the training of workers with:
CHILDREN UNDER THIRTEEN

Date of commencement by agreement as early as possible in 1988.

Soulbury Scale Youth and Community Serivce Officers, points 5–9 Main Range.

Description of post and further details from:
Mr. Brian J. Sharp
Division of Education and Youth,
2 Chester House, Pages Lane, London N10 1PR.

Applications must be received by September 21st 1987.

(05850)

PATANA SCHOOL
BANGKOK

Required for this British-style International Primary and Middle School (520 pupils aged 4 – 13).

WES

PRINCIPAL

for January 1988 (or as soon thereafter as possible). This important post demands proven organisational ability, charisma and leadership skills in curriculum development. Suitable candidates will have the knowledge and ability to promote good modern practice across the required age range as well as preparing senior pupils for Common Entrance.

Generous conditions of service including allowance for accommodation, children's school fees and annual home leave for the Principal and family. Salary is about £24,000 p.a. at current exchange rates. Car provided.

For further details and an application form contact:
THE DIRECTOR
World-wide Education Service of the PNEU
Strode House
44-50 Osnaburgh Street
LONDON NW1 3NN
TEL: 01-387 9228

ITALY
REGENT SCHOOLS

Require immediately ESP Teachers, TEFL Teachers with Primary School exp. RSA prep + 2 years experience.

Tel: 010 392 653842/4 for further information. (03079) 460000

ITALY
SOUTH ITALY
Female teachers and assistants for English courses required to start October/November.
Write by express letter, curriculum vitae, photo and phone number to: Big Men's School of Languages, SS7A Via Appia Nuova, 1557, 00173 Rome, Italy. (30035) Bridal

Posts Overseas

Oman

Oman Technical Industrial College (OTIC)

Post 1: Lecturer in Computing
Post 2: Lecturer in Electronic Engineering
Post 3: Lecturer in Biology/Chemistry

OTIC, which opened in 1984, is training technicians in engineering, science, computing and business studies to a level equating to BTEC levels I-III. The curriculum and laboratory facilities are under rapid development, and people interested in teaching in a new and growing institution are now being sought. The development of technical education reflects the general development of Oman into one of the most attractive of the Middle East countries in which to live and work.
Duties: Post 1: to teach computer uses and applications to full-time technician and business studies students.
Post 2: to teach electronic engineering preferably with a specialisation in telecommunications; to develop courses, laboratories, workshops and industrial on-the-job training for students.
Post 3: to teach biology and some chemistry up to BTEC level; to develop courses, laboratories, teaching materials and on-the-job training for students.
Qualifications: candidates should be male, native speakers of English, with a British educational background, and qualifications and experience as follows: a degree in the appropriate discipline with normally at least nine years' post-degree experience, or a Master's degree with normally at least six years' post-degree experience, or a doctorate with normally at least three years post-degree experience. This experience should include some teaching to tertiary level students. Overseas experience would be an advantage. In addition, for Post 2, experience of a combination of COBOL, ASSEMBLER, BASIC and microprocessor applications is required.
Salary: OR 7,200 p.a. Salaries are free of local tax. ($1=OR 0.40 approx.).
Benefits: free furnished accommodation; baggage allowance; free medical and dental treatment; six weeks' annual home leave for appointees, spouses and up to three children under the age of twenty-one.
Contract: one year contract with the Ministry of Social Affairs and Labour in Oman, renewable by mutual agreement. Candidates seeking several years employment will be preferred.
Starting date: as soon as possible.
Closing date for applications: 18 September 1987.
Reference: 87 A 117-89 T

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

Tanzania

Senior ELT Adviser
Ministry of Education (Project Co-ordinator)
English Language Teaching Support Project

Duties: to co-ordinate a nine strong KELT team under the direction of a task force of Ministry of Education officials to improve standards of English Language teaching and learning throughout Tanzania, with emphasis on reading skills. The post requires a high level of managerial skills and involves extensive travel.
Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; PhD desirable; at least 10 years' relevant overseas experience, preferably in Africa, involving teacher training.
Salary: £18,023-£22,968 p.a. free of UK income tax.
Overseas allowances: nil-£2,380 depending on salary level and marital status.
Date of appointment: November 1987.
Contracts initially for 2 years with the British Council.
Closing date for applications: 14 September 1987.
References: 86 K 60 T

Benefits for the above posts: salary free of UK income tax; free family passages; children's education allowance and holiday visits; free furnished accommodation; cash allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

OVERSEAS POSTS
continued

CANADA
PRESTDOCTORAL POSITION
For three years is available immediately to work on interspecific hybridization of BRASSICA species by embryo rescue and protoplast fusion. Excellent research facilities include a well equipped tissue culture lab, and a flow cytometer/cell sorter. Salary $27,000 and up depending on qualifications and experience. Candidates should have several years experience with plant tissue culture, protoplast isolation and fusion.
Send curriculum vitae, reprints of recent papers, and names, addresses and telephone numbers of three references to: Peter Pauls, Department of Crop Science, University of Guelph, Guelph, Ontario Canada N1G 2W1. (15008) 460000

FINLAND
Qualified Nursery/Infant Teacher wanted to teach September 1987 - May 1988 in Nokia English Kindergarten. Free flat/electricity.
Salary £418 per month. Travel to Finland paid.
Applications to: PL16, 37100 Nokia, Finland. Enquiries Tel: 010 35831 410924. (03100) 460000

GREECE
Qualified teachers of English and French required for language school. October - May renewable contract. Accommodation offered.
Send CV and full c.v. to: Mr. P. Styrakis, Nikiforou Foka 81, Chaniotis, Crete, Greece. (03097) 460000

Northlands School
Buenos Aires, Argentina

Prestigious Independent Girls' Day School seeks the following staff for March 1988. All teaching is in English and a minimum of two years classroom experience is required:

HISTORY: Well qualified graduate for Secondary School up to 'A' level. Familiarity with GCSE highly desirable.
GEOGRAPHY: Experienced Teacher for Secondary School. Preparation for GCSE examinations is beginning in 1988. Experience in teaching to 'A' level highly desirable.
DRAMA/ENGLISH: Well qualified graduate to teach drama in the classroom as well as produce and direct plays in the Junior and Senior Schools. Experience in teaching English to 'A' level also essential.
Conditions include: Generous local salary with dollar-related element, D.E.S. superannuation, return fares, luggage allowance, free furnished flat. Two year contract, renewable.

For further details and an application form, please contact Gabbitas-Thring Recruitment, 6, 7 and 8 Sackville Street, London W1X 2BR — 01-734 0161 (Miss Rorstrom). (8390)

Gabbitas-Thring

Overseas Opportunities
Falkland Islands

The Falkland Islands, although small with a population of around 2,000, has a thriving community and the natural potential and economy of the Islands is rapidly developing.
Schooling in the Islands is free and compulsory for all children between the ages of 8 and 15 years. In Stanley there are two schools run on UK lines – a 5 to 11 Primary school and an 11 to 16 Comprehensive Secondary school. The Primary school has 10 teachers and 180 pupils. The Secondary school has 11 teachers and 130 pupils. GCSE is being introduced and pupils can be sponsored for 'A' level courses at Peter Symond's Sixth Form College, Winchester, Hants. Planning for two new senior schools is about to begin and the Head Teacher will play a significant role in this.

Head Teacher

With the rank of Education Officer, the Head Teacher of Stanley Senior School will be expected to contribute to development of policy for education on the Islands. You will liaise with the Education Department; initiate arrangements for parent/teacher co-operation at Senior School level, and encourage greater responsibility among students themselves. Your involvement with the new school will include planning provision for 'A' levels.

You should be a qualified teacher with a good degree and suitable experience and have the ability to lead a team of specialist teachers and design courses leading to GCE, CSE, 'O' level and GCSE examinations, combined with an interest in curriculum development. Ideally you should have middle management experience or potential. Some teaching commitment will be involved, depending on your inclination.

Salary is in the range £8,112 to £9,480 per annum, plus a tax free supplement, payable by ODA, in the range £4,224 to £6,430 pa. The contract is for two years initially.

Spanish Teacher

You will teach Spanish to pupils at Stanley Senior School from first year to 'O' level. You should have B.Ed/degree and at least three years relevant languages teaching experience. Salary is in the range £5,868 to £7,872 pa, plus a tax free supplement, payable by ODA in the range £3,096 to £7,673 pa. The contract is for two to three years.

Infant Teacher

Teaching at the Infant and Junior School in Stanley, the duties are those one would expect with an Infant Reception class of 20 to 30 pupils. If in-service training is introduced you will be expected to participate in several seminars. You should have full teaching qualifications plus a specialist infant teacher qualification. Musical ability would be advantageous as would an understanding of reception class work. Salary is in the range £6,036 to £6,780 pa, plus a tax free supplement, payable by ODA in the range £3,096 to £6,782. The contract is for two to three years.

All posts are on contract to the Falkland Islands Government and applicants should be British citizens. In addition to the salaries stated, a terminal gratuity of 20% of local salary is also payable. Other benefits normally include free passages, children's education allowances and subsidised accommodation.

For an application form, please write, quoting ref. AH369/IM/TES, stating post concerned, to: Appointments Officer, Overseas Development Administration, Room 361, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA. Or telephone 03552 41199, extension 3633.

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

ARGENTINA

BELGRANO DAY SCHOOL
(1913 - 1987)
Buenos Aires

This large co-educational bilingual school (1,500 pupils) seeks for March 1988:

SECONDARY SCHOOL
(To G.C.E. level).

1) Deputy Headmaster: Additional responsibility for the school's House system. Preference for English/History or Science trained candidate.

2) Teacher of English with E.S.L. and/or History.

3) Teacher of Science. For March or August 1988.

MIDDLE SCHOOL.

4) Deputy Headmaster: special responsibility for restructuring present Secondary/Primary interface to create Middle School in 1988.

3-year contract. High local salary, overseas allowance, free accommodation, return fares, medical scheme. For further details and an application form please contact Gabbitas-Thring, 6,7 & 8 Sackville Street, London W1X 2BR. Tel: 01-734 0161 (Miss Rostrom). (12647) 460000

CANADA
ONTARIO
RESOURCE/ ENVIRONMENTAL ECONOMICS
UNIVERSITY OF GUELPH
The Departments of Economics and Agricultural Economics and Business: Joint assistant professor in resource or environmental economics to teach graduate and undergraduate courses, contribute to research program and supervise Masters and Ph.D. students.
Applicants should have a Ph.D. in Agricultural Economics or Economics emphasizing resource and/or environmental economics.
Applications, including curriculum vitae, a description of career objectives, transcripts, and three letters of reference should be sent by October 15, 1987, to: J.J. Martin, Chair, Search Committee, c/o Department of Agricultural Economics and Business, University of Guelph, Guelph, Ontario N1G 2W1. (15007) 460000

SPAIN
English Teacher wanted for Language School in Spain.
Apply: A. Cooper, C/o Dr. Saxena 47, 30.1A, Elche, Alicante, Spain. (03076) 460000

KENYA
From January 1988 primary teachers (ten posts) for private school Mombasa. Two year contract. Interviews to be held on 24 September.
Details from Professor R.S. Fordham, Department of Adult Education, University of Southampton, Southampton SO9 5NH. (30188) 460000

SECONDARY SCHOOL
(To G.C.E. level).

1) Deputy Headmaster: Additional responsibility for the school's House system. Preference for English/History or Science trained candidate.

2) Teacher of English with E.S.L. and/or History.

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MIDDLE SCHOOL.

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CANADA
ONTARIO
RESOURCE/ ENVIRONMENTAL ECONOMICS
UNIVERSITY OF GUELPH
The Departments of Economics and Agricultural Economics and Business: Joint assistant professor in resource or environmental economics to teach graduate and undergraduate courses, contribute to research program and supervise Masters and Ph.D. students.
Applicants should have a Ph.D. in Agricultural Economics or Economics emphasizing resource and/or environmental economics.
Applications, including curriculum vitae, a description of career objectives, transcripts, and three letters of reference should be sent by October 15, 1987, to: J.J. Martin, Chair, Search Committee, c/o Department of Agricultural Economics and Business, University of Guelph, Guelph, Ontario N1G 2W1. (15007) 460000

SPAIN
English Teacher wanted for Language School in Spain.
Apply: A. Cooper, C/o Dr. Saxena 47, 30.1A, Elche, Alicante, Spain. (03076) 460000

TURKEY
Graduate teachers in English wanted for Sept. 1987 by Girls private secondary school in Istanbul. University degree and teaching certificate essential.
Free flat provided.
Apply with full c.v. and the telephone number to Mr. Erdem Ulucan, Ozel Kadikoy Kiz Lisesi, Kizlarcesk, Istanbul, Turkey. (30450) 460000

NEW ZEALAND
OKAIHAM COLLEGE
Okaiham, New Zealand
has a vacancy for a Senior Teacher of Physics or Chemistry with Mathematics. Fares are not paid, but housing is available at $15.54 a week.
Apply to: P.O. Box 24, Okaiham, Bay of Islands, New Zealand. (03088) 460000

SPAIN
Qualified and Experienced EFL Teachers wanted for Language School in Madrid.
Interviews will be held in London on 10th and 11th of September. 15th in Madrid.
Please send applications with full CV and photo to: Language, Calle Uruguay 13, Madrid 28016, Spain. (30057) 460000

NEW ZEALAND
OKAIHAM COLLEGE
Okaiham, New Zealand
has a vacancy for a Senior Teacher of Physics or Chemistry with Mathematics. Fares are not paid, but housing is available at $15.54 a week.
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SPAIN
British school in Madrid recruiting Maths/maths teacher for Top Juniors and small new Middle School - Secondary 1, 2 and 3. Dynamic, keen teacher, 2 yrs. experience. Should be single. Some help Geography, Athletics, Football.
Send, Express Post, C.V. photo, address, Tel. No. and times to be called. Names and addresses, Tel. Nos. of 2 referees. The Principal, International Primary School, Rosa Jardon 3, 28016 Madrid, Spain. (30411) 460000

SPAIN
Teacher of English required Northern Spain, Asturias. Degree essential.
Tel: Spain 33/353547, 10 to 13 H. (03090) 460000

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

Secondary, Middle, Primary & Advisory Teacher Vacancies
January 1988

SCEA invites applications from suitably qualified and experienced teachers to fill a significant number of posts in West Germany, Cyprus and Hong Kong. Further details on posts are available on initial application.

ADVISORY TEACHERS N W EUROPE

Applicants with considerable relevant experience in the appropriate curriculum area are encouraged to apply for the following posts:

P1. Advisory Teacher — Science
P2. Advisory Teacher — Mathematics
P3. Advisory Teacher — Special Educational Needs (2 posts)
P4. Advisory Teacher — Information Technology

Advisory Teachers will be responsible to an Area Steering Adviser and will work as a member of an area team led by an Area Education Officer in promoting their subject, mainly in the primary field. These posts attract the £1,002 Incentive Allowance.

P5. MATHEMATICS DEVELOPMENT OFFICER IN N W EUROPE

The successful candidate will be expected to promote curriculum and staff development in Mathematics in our primary and middle schools, working to the Chief Adviser through a Steering Committee. It is expected the successful candidate will be a trained Mathematician with experience of leading teachers and with a sound grasp of the place of Mathematician with experience of leading teachers adn with a sound grasp of the place of Mathematics in the primary curriculum. £1,002 Incentive Allowance will be paid.

TEACHING POSTS

S1. In Charge of Chemistry — Prince Rupert School, Rintein

Responsibility for GCSE and 'A' level courses in Chemistry within a department of 7 teachers in this comprehensive school. A contribution to the further development of lower school Combined Science is expected. The department has 7 laboratories.

S2. HOD Music — St John's School, Cyprus
An ability to teach Music to all levels and offer one other subject (preferably Child Care for CPVE or Modern Languages) is essential. This comprehensive school has specialist Music accommodation. Instrumental provision includes a DX7 Yamaha synthesizer.

S3. Head of History — The Havel School, Berlin
An experienced teacher is required to take responsibility for History within the Humanities Department throughout this 9-17 school. The person appointed will have total responsibility for the organisation of SHP courses.

M1. Music — Cheshire Middle School, Bruggen
The major responsibility will be to organise and teach Music throughout the school. The successful candidate will display an enthusiasm for organising choirs and instrumental groups. He/She will also have a class teaching role.

P6. Co-ordinator for the Early Years — Ayios Nikolaos Primary School, Cyprus
An experienced and innovative teacher with managerial skills is required. Experience of teaching the whole infant age group and vertical grouping is preferred. Ideally the successful candidate will have responsibility for two areas of the curriculum, preferably Language and Music.

P7. Language Development Co-ordinator (Two Posts) — Sek Kong & Stanley Fort Primary Schools, Hong Kong.
Two suitably experienced junior teachers are required to direct Language Development in an exciting environment.

P8. Environmental Studies, PE & Boys Games — Gun Club Hill Primary School, Hong Kong
A junior teacher with a commitment to child-centred approach and dedication to teaching through the provision of direct experience is required.

P9. Environmental Studies/Junior Co-ordinator — Iserlohn Primary School
Responsibility for monitoring of school guidelines (plus review and modification as necessary) and support for other members of staff. Initial classroom commitment to middle-upper juniors.

P10. Mathematics/Computers Co-ordinator — Maas First School, Laarbruch
An experienced teacher of younger children who has held curriculum responsibility in either area is required for this important post in a large first school. £1,002 Incentive Allowance paid.

P11. Topic Work, Creative Art & Active Learning — Roy First School, Ratingen
Candidates with knowledge and preferably experience of first school characteristics are preferred. Initial classroom commitment for lower/middle infants.

P12. Music & Drama — Krefeld First School
An enthusiastic teacher is required to encourage development of Music and Drama, lead school choir and play for school assemblies.

P13. Science & CDT — Oxford Primary School, Munster
Co-ordinator role for a Group 6 School. Knowledge, experience and enthusiasm sufficient to lead a curriculum review team is required.

P14. Infant Co-ordinator — Mountbatten Primary School, Celle
Dedicated, experienced teacher required for co-ordinating 7 infant classes. Ability to lead in-service education in Language and Mathematics is needed. £1,002 Initiative Allowance is paid.

P15. Language & SEN Co-ordinator — Lango Primary School
Dedicated infant/lower junior teacher with a wide range of experience, including Special Educational Needs, is required for the revision and development of school's Language Development Guidelines, and to help colleagues plan programmes of work for children with Special Needs.

P16. Mathematics Co-ordinator — Oxford Primary School, Munster
An ability to develop and extend the mathematics curriculum review already in progress is essential.

CONDITIONS OF SERVICE

Salary will be in accordance with the Education (School Teachers' Pay and Conditions of Service) Order 1987. In addition, the London Area Allowance is payable.

Superannuation — normal rights are safeguarded.

Foreign Service Allowance/Cost of Living Addition. A tax free allowance is payable. Further information will be forwarded to interested applicants.

Accommodation is normally provided free.

All applicants should be resident in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to the Services Children's Education Authority 2e, MOD(PE)1, HQ DAEd, Court Road, Eltham, London SE9 5NR (Tel: 01-854 2243 2243 Ext 4224/4206).

The closing date for completed application forms is Friday 18 September 1987. (50706)

SCEA

OVERSEAS POSTS
continued

SPAIN
Various English Language teaching posts available in Catalonia, Oviedo (Asturias) and the Basque Country. Minimum requirements are degree, B.A.A. Prep. Cert. T.E.F.L. and some experience. Knowledge of Spanish preferable.
The vacancies are in schools well known to our agency and are highly professional. For full details, please send C.V. to: Language School Appointments, Skole, 37 Delancey Street, London NW1 7RX. (03080) 460000

SPAIN
Young English TEFL teacher required to start in October.
Send recent photo. Write: The Oxford Centre, San Miguel, 16 Zaragoza 50001, Spain. (15004) 460000

SPAIN
Qualified E.F.L. Teachers required now and October for Spain.
Plus phone Robert on 01-874 0684 on Saturday 5th September, between 2 p.m. and 5 p.m. only for interview. (11736) 460000

TAIWAN
TEACHERS NEEDED AT TAIPEI AMERICAN SCHOOL 1988-89
Taipei American School, an independent coed day school for 1,500 expatriate children located in Taipei, Taiwan, invites teachers to apply for vacancies anticipated in lower, middle and upper school, effective August 1988.
Minimal Qualifications: B.A. plus teacher training. (Advanced degree preferred). Two years full-time teaching experience.
Salary dependent on experience and education. A teacher with an M.A. and 3 years experience will receive a tax-free salary of US$30,000. Benefits include housing, round trip travel, insurance.
Interviews will be scheduled in London in March. Two year contracts.
Inquiries to: Dr. Guy Lott, Jr., Superintendent, Taipei American School, 731 Wan Lin Road Sec. 2, Shihlin, Taipei, Taiwan, Republic of China. (38927) 460000

USA RECRUITMENT Tel: 01-987 0454 C.V. to Exodus, 198 Bolton Twr., St Leonard's Rd., London E14 0QT. (34084) 460000

UNITED ARAB EMIRATES
AL RABEEH SCHOOL
Abu Dhabi, United Arab Emirates
One female top infant teacher and one female first year junior teacher immediately required.
Shared air conditioned accommodation, annual leave with fare paid to London. Tax free salary, gratuity after two years.
Application by hand written letter with full C.V., names of two confidential referees, two references and two photographs.
Interviews in Brighton.
Replies to: Mrs S.A. Marriott, c/o 18 Palmeira Square, Hove, East Sussex BN3 2JB. Tel: 0273 503384. (30365) 460000

URUGUAY
THE BRITISH SCHOOL
Montevideo
This leading bilingual coeducational day school requires for March 1988, a teacher of ECONOMICS/MATHS.
Applicants should be able to teach Economics to I.B. (A level equiv.) and Maths to O level. Graduate preferred, with at least 3 yrs. relevant experience.
Generous local salary, annual sterling bonus, 2-year contract (renewable), sterling gratuity. Only 8% tax on local salary. Free passages and furnished accommodation.
For further details please contact Gabbitas Thring Recruitment, 6,7 & 8 Sackville Street, London W1X 2BR. Tel: 01-734 0161. (Miss Rostrom). (12649) 460000

KENYA
Teacher of Economics to 'A' level with Geography to 'O' level required January 1988. Passages, housing, medical insurance.
Send C.V. with contact phone immediately to: Headmaster, Hillcrest Secondary School, P.O. Box 24819, Nairobi, Ring Nairobi 882350 mornings. (16948) 460000

TURKEY
TEFL IN TURKEY
Vacancies from September 1987. Qualified native english teachers, previous experience preferred. Would suit married couple. Full rate paid + free excellent accommodation.
Write enclosing your CV + recent photo to: Ioam English House, Atif Bey, Tuncay, Ciragan Cad. 38/1, Besiktas, Istanbul, Turkey. (16899) 460000

TURKEY
BURSA
Two vacancies in English Language School. Good conditions including free accommodation.
1) Director of Studies with RSA Diploma TEFLA or equivalent.
2) General English Teacher with RSA Pres. Cert. or equivalent.
For full details, please send CV to: Language School Appointments (Turkey), Skole, 37 Delancey St., London NW1 7RX. Tel: 01-387 0655. (13648) 460000

SPAIN
MADRID
Director of Studies for in-company courses required in Madrid from mid/end October. Salary 150,000 pesetas per month. Applicants should have minimum R.S.A. Diploma T.E.F.L. or equivalent and E.S.P. experience.
For details, please send C.V. to: Language School Appointments, Skole, 37 Delancey Street, London NW1 7RX. (03078) 460000

TEACH OVERSEAS
Join the International Educator's Institute and receive its quarterly newspaper featuring overseas U.S. and International school staff recruitment adverts, advice and other significant benefits.
Write to: TIE UK Co-ordinator, 80 Kingfield Road, Ealing, London W5 1QH, England. (17332) 460000

TURKEY
Qualified and experienced E.F.L. Instructors required for In-Company Language Training in Turkey and English Medium High Schools in Turkey. October start.
Applications in writing only. Send full C.V. (including telephone number) to: Kit Banbury, 30 Horsefair, Banbury, Oxon. Only short listed candidates will be contacted. (03057) 460000

Administration
Local Education Authority

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
ASSISTANT EDUCATION OFFICER
(Ethnic Minority Issues)
Salary Scale PO 10 - 13 (SCP 40 - 43)
£15,966 - £17,151
Applications are invited for the above new post, the prime objective of which is to assist and support the Senior Assistant Education Officer (Schools and Colleges) in the delivery of the Authority's Policy in respect of all Ethnic Minority related issues particularly in the implementation of the recommendations of the Report of the Commission for Racial Equality 'Teaching English as a second Language'.
A degree or equivalent qualification is required together with five to ten years' teaching and/or Local Authority Administration experience in the area of Education/Race Relations or both. Some knowledge of Teaching English as a second Language and related issues would be desirable.
Application forms and job description for the above post are available (on receipt of 6" foolscap s.a.e.) from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned quoting post reference number by 18th September, 1987.
This Council is committed to being an equal opportunities employer and welcomes applications from all sections of the community. (12629) 480000

EDUCATION DEPARTMENT

INSPECTOR OF SCHOOLS (HUMANITIES)

£16,785-£18,273 (under review)
SOULBURY HEAD TEACHER GROUP 8

The Council is seeking to appoint an energetic, highly qualified educationalist to foster the development of humanities education in the Borough.
The principal responsibilities of the post include advising on the humanities curriculum, inspecting schools, appointing staff, and serving as a pastoral inspector in respect of a group of schools.
An essential car user rate applies and relocation expenses will be payable in approved cases
Ref. C1038T.

EDUCATION WELFARE OFFICER

Social Worker Level 1/2 £8,256-£11,070

To work as part of a team, liaising between school, home and other agencies, in dealing with a wide range of problems affecting the education of pupils.
The post offers an interesting and challenging opportunity in a demanding work environment.
Previous experience within Education, Social Services, or a Welfare agency would be advantageous, as would an appropriate professional qualification.
Relocation expenses will be payable in all approved cases.
For an informal enquiry, please contact John Pierce, Chief Education Welfare Officer, on tel 021-704 6646.
Ref. C971L.
Application forms and further details available from Town Clerk & Chief Executive Officer, Metropolitan Borough of Solihull, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021-704 6086 (24-hour answering service) quoting appropriate Reference Number.
Forms to be returned by 18th September. 1987
ALL APPLICATIONS WILL BE CONSIDERED ON THEIR MERIT.

Solihull
METROPOLITAN BOROUGH COUNCIL

EDUCATION
COUNTY ADVISERS/INSPECTORS
(a) Art/Design
(b) Business Education/Economics
(c) Special Education

SALARY: Burnham HT 03 (currently £16,765 - £18,273 and £16,015 - £19,587 respectively).
HOURS: 37 hours per week
LOCATION: Prebend Street, Bedford

Applications are invited from suitably qualified and experienced candidates for the above posts in the County Inspection and Advisory Service from 1st January 1988. Normally, the appointment will be made by an County Adviser at County Hall with the prospect of responsibility being transferred to the successful candidate(s) the responsible for advice and inspection in respect of their subject needs in schools throughout the County.
Essential Car User Allowance Car Loan Scheme Approved Removal Expenses Paid
Previous applicants for the County Advisor/Inspector (Art/Design) need not re-apply as their applications will be considered.

HOW TO APPLY:
Application form and further details are available from D.F.J. Browning, CBE, MA, Chief Education Officer, County Hall, Bedford, MK42 9AP or telephone Bedford 63222 Ext 2158
CLOSING DATE: Monday 21st September 1987
The Council is an equal opportunities employer and welcomes applications from individuals of either sex, ethnic groups, disabled persons and all other sections of the community.

Bedfordshire
A Nuclear Free Zone

Are you highly self-motivated, yet have commitment to team work? Do you welcome responsibility and making decisions? Have you successful experience in the Education and/or Local Government Services? BRADFORD LEA is a large Metropolitan Authority, with an outstanding record for educational innovation and development. It now offers two posts with excellent opportunities for career development in education management.

ASSISTANT SCHOOLS OFFICER (SPECIAL EDUCATIONAL NEEDS)
£14,301-£15,567 p.a.
You will be responsible for assisting in the regular management and administration of the special education service, you will make a positive contribution to policy development and implementation in an Authority strongly committed to meeting special educational needs within a positive integrationist policy. *ES4887/TES*

ASSISTANT UPPER SCHOOLS OFFICER
£14,301-£15,567 p.a.
You will act as deputy in the upper schools section of the 13+ Division, playing a leading role in the preparation and implementation of policies in a wide range of exciting developments current in our 24 schools. You will have particular responsibilities for teaching staff and governing body arrangements *ES5887/TES*

You will be well qualified, enthusiastic, have successful experience of managing and motivating staff, and be able to demonstrate positive commitment to equal opportunities. Closing date for both posts Monday 21 September 1987.

WARDEN/INSTRUCTOR — Doe Park Sailing Centre
£11,070-£11,805 p.a.
A qualified and suitably experienced person is required to continue the development of this well established sailing centre, soon to move into new premises. You must possess at least an RYA Senior Instructors Certificate, a teaching qualification is desirable but not essential. A background in outdoor pursuits would be advantageous. Most important you will need to have a proven organisational ability, together with the ability to motivate and enthuse others. *ES2187/TES*

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel. (0274) 752536.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.

City of Bradford Metropolitan Council

COUNTY EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

(SCHOOLS — EASTERN AREA)
(Based at Portman House, Bournemouth)
POST NUMBER CO043X

Applications are invited for the above post in the Schools Section, Bournemouth. The postholder will be a member of a team of four Education Officers led by the Area Education Officer. The team is responsible for the general management of schools in the Eastern Area of the County.

You should have appropriate qualifications and experience in teaching/lecturing, including management responsibility. Experience as an Education Officer in a local authority setting would be an advantage, but this post is suitable for candidates with a teaching/lecturing background who wish to make a career in educational administration.

Salary will be within Principal Officer Range (Points 38-41) £14,301 by increments to £15,567.

Application forms returnable by 23rd September 1987 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a foolscap s.a.e.
(Please quote post number).
(50744)

DORSET County Council

ADMINISTRATION
L.E.A. continued

Education
General Inspectors (4 posts)
Soulbury HT Group 9
£18,075-£19,587 p.a.
The Nottinghamshire Education Authority is committed to the pursuit of excellence in the education of children and young people in its schools and colleges. The Advisory and Inspection Service contributes to this aim through its three major tasks of assessment, reporting/advising and development.
The retirement of some colleagues and the promotion of others has resulted in the four vacant posts. All applicants (male or female) are likely to have significant, relevant and recent teaching experience and currently hold a post of responsibility at a senior or middle management level in a school or college. Vacant 1 January.

Post 1 – Science Ref: A15/G1S/145
Candidates should be aware of and understand recent developments in the science curriculum and also be capable of contributing to the development of technology across all phases of education.

Post 2 – Humanities Ref: A15/G1H/145
Candidates should be aware of and understand recent developments in Humanities and have a particular interest and experience in geography and environmental science.

Post 3 – Information Technology Ref: A15/IT/145
Candidates should be aware of, understand and be capable of supporting the development and use of information technology across the whole curriculum. Although experience may be from any one or more of the curriculum areas which comprise information technology, applicants should also be capable of supporting the development of the use of computers in education in schools and colleges.

Post 4 – Post 16 Ref: A15/G1/145
The successful candidate should have relevant experience at a senior level in schools or colleges of further education. A knowledge and understanding of recent developments and initiatives in the field of adult and continuing education, training and retraining would be helpful.
The successful applicants will be expected to contribute fully to the comprehensive programme of work of the Inspectorate. This will involve working closely with colleagues at all levels in the service in a range of inspectorial, professional and curriculum development tasks.
Relocation expenses where appropriate.
For further details and application forms, please write to the Chief Education Officer at County Hall. Please include a large stamped (32p) addressed envelope (31cm×26cm). Closing date 18 September. Please quote appropriate post title and reference when applying.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

H.M. Prison, Ranby
Education Officer
(Head of Department – Grade II)
£14,136-£15,933 p.a.
(pay award pending)
Required due to the retirement of the previous post holder. Applicants should be qualified and experienced teachers with supervisory, administrative and organisational experience and preferably have some experience of work with adult prisoners.

H.M. Detention Centre, Whatton
Deputy Education Officer
(Senior Lecturer)
£12,615-£14,820 p.a.
(pay award pending)
This post requires a mature and well qualified teacher with some experience in the education of offenders in a teaching or organising capacity preferably within a Home Office establishment. This is a re-advertisement and previous applications will be brought forward.
Entry point on the scale according to qualifications and experience.
Application forms and further details for the above two posts are available from and returnable to the Chief Education Officer, Further Education Group at County Hall. Tel: Nottingham (0602) 822211 or 823312. Closing date 18 September. Please quote ref: F12.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £309 p.a. thorought the County.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

HEADSHIPS
Head of Guildford Teachers Centre
Pewley Hill, Guildford, Surrey, GU1 3SQ

Applications are invited for the post of HEAD OF GUILDFORD TEACHERS' CENTRE, the present Head of Centre having been promoted to a post at County Hall. The post is available from January 1988, or earlier if possible.
Applicants should have considerable teaching experience and at present hold a post of responsibility. They should be able to furnish evidence of a high level of organising ability and a particular interest in curriculum study and staff development. Experience of school-focussed INSET would be an advantage. Teachers from any phase of education may apply.
Salary is Headteacher Group 5 £17,751 per annum.
Application forms and further details from the County Education Officer, (TP/PES) County Hall, Kingston upon Thames, Surrey KT1 2DJ. (SAE please)
Professional information and advice from Mr R A Green (01-541 8942).
Closing Date: 18 September 1987 07934

KUWAIT ENGLISH SCHOOL
مدرسة الكويت الانجليزية

TEACHING OPPORTUNITIES

Academic Year 1987-88 Immediate vacancies for Primary Teachers (Infant & Junior) TEFL an advantage.

Also, Teacher of English (O/A/GCSE Syllabus.) 2 year contract, annual leave, free air tickets annually London-Kuwait-London. Free furnished air conditioned accommodation. Good conditions of service. Highest consideration to suitably qualified single staff or married couples (no family).

Apply immediately SWIFTAIR, include C.V. recent photograph, tel: contact No., 2 referees plus supportive documentation, The Principal P.O. Box 8640, Salmiya 22057 Kuwait.
(50756)

St George's College
Quilmes, Buenos Aires, Argentina

is Argentina's leading, independent, coeducational boarding school. The Headmaster is a member of the HMC. The College requires for January 1988:

Head of Mathematics
Head of Computing
Mathematics Teacher

All posts are for three year renewable contracts. Benefits include: local salary, sterling allowance, free furnished accommodation including all services, free food, medical scheme, contribution to UK superannuation, free education for children at St George's, air passage for member of staff and family at beginning and end of contract plus baggage allowance.

Individuals interested in applying should send curriculum vitae and covering letter together with names, addresses and phone numbers of three referees by September 18th. Interviews will be held in England before the end of September.

All applications and requests for further details should be addressed to: Mr G.R. Sims, Headmaster St George's College, c/o Yarm School, The Friarage, Yarm, Cleveland, TS15 9EJ, England (Tel: 0642 786023) 03926

The Joint Principals, Drs. Margaret and Michael Bailey, have decided to leave The Friends' School at the end of 1988.
The Board of Governors invites enquiries from suitable qualified persons who may be interested in taking up the position from the beginning of 1989 and maintaining that special combination of academic excellence, concern for the individual and service to the community on which the reputation of the School has been built.
The School was established in 1887 and is under the care of the Australian Yearly Meeting of the Religious Society of Friends (Quakers). It is however non-denominational and, while the Board would like to appoint a member of the Society, it will consider applications from persons in sympathy with the Society.
The School is a co-educational day school for ages 4-18. Enrolment is currently nearly 400 boys and over 500 girls distributed between the Junior School, the High School and the Matriculation Centre.
Further details of the appointment, the School and its staffing may be obtained by writing, in confidence, to:
The Presiding Member
Colin Wendell Smith
The Friends' School
P.O. Box 42
North Hobart 7002
Tasmania
Australia
Applications close initially on 31st October, 1987 but late applications may be considered.
All enquiries will be treated in the strictest confidence.
The School is an equal opportunity employer.
(50790)

BRUNEI
THE INTERNATIONAL SCHOOL

Do you want to join 40 colleagues and 500 (3-12 years) children in a purpose built private school in S.E. Asia's newest country? We are looking for a TEACHING COUPLE for this British-based school to provide:

★ Classroom teaching
★ A significant contribution to curriculum development and ECA

You should be experienced and enthusiastic primary school teachers with an aptitude for life in a developing country.

Conditions
- A 2-3 year contract
- TAX FREE salary of between B$2500 - 3500 per month (current Rate of Exchange B$3.4 = 1 pound sterling)
- special responsibility allowance for suitable candidate
- free housing
- interest free car loan
- travel and baggage provision
- date of appointment by mutual agreement

Send C.V., recent photograph, photocopies of qualifications and names/addresses of two referees to: The Chairman, The International School, PO Box 2157, Bandar Seri Begawan 1921, Negara Brunei Darussalam.
Deadline for receipt of applications: 15 days from the appearance of this advertisement.

Professional Assistant
(SCHOOLS)
£12884 – £14244

Required for January, a graduate teacher for this post which provides an ideal starting point for a career in education administration. The post brings real involvement in the education service, including the staffing of schools, with the opportunity to work successively in the Secondary, Primary and Special sectors of school administration following an initial phase in the Special Education Sector
A casual user car allowance is available and all reasonable removal and relocation expenses will be met where appropriate.
Application forms and further details are available from Establishment Section, Education Department, PO Box 8, Civic Centre, Silver Street, Enfield, Middx EN1 3XQ. Tel. 01 366 3366.
Closing date: 16.9.87 Ref: DE/787
50708

London Borough of Enfield
An Equal Opportunity Employer

Kent County Council — Education Department

General Inspector Primary
(Science and Technology)

Soulbury (HT10) £19,260.00-£20,766 (award pending) based at Maidstone.

You should be suitably qualified with senior management experience in primary schools involving work in the science and technology area of the curriculum.

Job description and application form returnable by 17 September from the County Education Officer Education Department Springfield Maidstone Kent ME14 2LJ Telephone Maidstone 671411 Exct 2509 (Ref PTC)
(03821)

KENT COUNTY COUNCIL

Education
Nottinghamshire Education Support Service
The Nottingham Education Support Service represents an innovative approach to curriculum and professional support for schools and colleges. It has been created as part of the Nottinghamshire strategy for curriculum and professional development and brings together all those teaching staff who work with schools and colleges. Its task is to contribute to the improvement of the quality of learning through a negotiated and structured programme of support for teachers/lecturers as well as pupils/students.
The service itself is comprised of six groups of staff as follows: The Classroom Support Service, The Section 11 Support Service, The Special Needs Support Service, The Dance and Drama Support Service, The Music Support Service and Off-Site and Resources Support Service. Each group is managed by a Head of Service who collectively with Senior Officers of the Authority comprise the Senior Management Group of the Education Support Service.
As part of the creation of the new service the Authority is recruiting for the following Senior posts:-

Classroom Support Service	**Specific Responsibility**
Senior Team Leader	Technology/Computer Projects
Special Needs Support Service	
Team Leader	Area based Multi-disciplinary Team
Group Leader	Teacher Parent Counsellor Team
Music Support Service	
Group Co-ordinators	Area Based Team
Group Leader	Music in the Curriculum
Group Leaders	Music Workshops/Centres
Offsite and Resources Support Service	
Senior Team Leader	INSET and Area based Team
Inter School/College Liaison	School/College Networking

The Senior Team Leader post is graded at Headteacher Group B.
All other posts are graded on the main scale plus incentive allowance as noted below in accordance with the School Teachers Pay and Conditions Document 1987.

Team Leader	Incentive Allowance E
Inter School/College Liaison	Incentive Allowance E
Group Co-ordinator	Incentive Allowance D
Group Leader	Incentive Allowance B

All posts carry a casual car user allowance and applicants should possess a full drivers licence.
Details of the above posts and application forms are available from Nottinghamshire Education Support Service, The Cranmer Street Professional Centre, Cranmer Street, Nottingham, NG3 4HA. Tel: Nottingham (0602) 606237. Please indicate for which specific posts you require details. Closing date 23 September.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

EDUCATION DEPARTMENT

Divisional Education Officer (North)

PO5 £18,768-£20,391

This post is the senior professional and managerial post in an Education Division comprising some 100 schools. It is based on Kidderminster and encompasses the surrounding areas of Bromsgrove, Bewdley, Stourport, Hagley, Rubery & Frankley. The successful applicant will be a graduate with substantial teaching and management experience at a senior level and will need to possess good communicative skills and the capacity to manage change.

General County Inspector (Primary)

Salary Soulbury Scale
(Burnham Headship equivalent Gp 8)
£16,785-£18,273

This vacancy arises from the retirement in February 1988 of the current postholder. The post is one of four covering *the Primary stage of education in a recently expanded* Inspectorate.
Applicants will be required to show substantial and recent experience of teaching and school management within the Primary stage. The ability to motivate and a willingness to work with a wide range of colleagues will also be required.
The postholder will be responsible to the Principal County Inspector and appointment will be from 1st March 1988 or as soon as possible thereafter.
Application forms together with further details for both posts are obtainable from the Personnel Section, County Education Office, Castle Street, Worcester (Miss J. Lammas/Mrs P. Bettam, telephone Worcester 353366, extension 3365).

Closing date for applications for both posts is 26th September 1987. (50768)

Hereford and Worcester County Council

Deputy Chief Education Officer (TWO POSTS)

Following a review the Authority has decided to appoint two posts immediately below that of the Chief Education Officer. One will carry responsibility for operation of services, the other for policy development and evaluation.

The salaries are, subject to review, respectively £25,398 – £27,942 and £24,324 – £26,760.

The closing date is 18 September. Preliminary interviews will be held on 24 September 1987 with final interviews on 6 October.

Details available from:
County Manpower Services Officer, County Hall, EXETER. Telephone: (0392) 273266 03939

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION
Education Officer
(FURTHER EDUCATION)

SALARY: currently £21,609 – £25,458, rising to £22,098 – £26,034 from February 1988

HOURS: 37 hours per week.

LOCATION: County Hall, Bedford.

Applications are invited from suitably qualified and experienced candidates for the second dar post in the Education Department from 1st January 1988 or as soon as possible thereafter.

The successful candidate will be responsible for overseeing all further and higher education in the County. This is a particularly demanding post with wide responsibilities across points, skills and careers services in addition to provision in further and higher education colleges.

Essential Car User: Car Loan Scheme. Approved removal expenses paid.

HOW TO APPLY:
Application form and further details available from D.P.J. Browning, CBE, MA, Chief Education Officer, County Hall, Bedford MK42 9AP or telephone Bedford 63222 extension 2158.

CLOSING DATE: 21st September 1987.

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. 03934

Bedfordshire
A Nuclear Free Zone

ADMINISTRATION L.E.A. CONTINUED

City of Salford

EDUCATION DEPARTMENT

GENERAL ADVISER (Special Educational Needs)
Scalbury Headteacher Group 8 £15,785 – £18,273
(Currently under review)
Post Ref. 8318/TES

The Authority is seeking to appoint an enthusiastic person who is well qualified with relevant experience at senior level in schools or some other part of the education service. As part of the selection procedure applicants will be expected to demonstrate:

- detailed understanding of special educational needs at they apply to both special and mainstream schools.
- Ability to innovate at all stages of learning and teaching.
- The desire to work as a member of a lively advisory team and with administrative officers.
- The capacity to undertake general care responsibilities for a small group of schools and to promote liaison between them.
- Vision in the organisation and management of schools.
- Potential to play a full part in the professional development of teachers.

If you are interested and feel you can satisfy these demands, please request further particulars with the application form.

Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Telephone 061-793 3507. Please quote the appropriate post reference in all communications.

Closing date: 18 September 1987.

We are an Equal Opportunities Employer. Applications are encouraged from suitably qualified and/or experienced disabled persons. 03737

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

Applications are invited for the following post to commence in January, 1988 or earlier where possible.

COUNTY ADVISER
with special responsibility for Mathematics.

Applications are invited for this important post from teachers with substantial successful teaching experience of Mathematics. Experience on a Secondary level is essential, but experience of working in other aspects of education such as Primary or Further Education will be of advantage.

Salary: Soulbury-Burnham Headteacher Group 9
(Post Ref: 1:27:87)

Application forms and further particulars can be obtained from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN on receipt of a large stamped addressed envelope quoting the Post Reference.

The closing date for receipt of completed application forms is Thursday, 17th September, 1987.

John Beale
Director of Education

(50776)

LONDON BOROUGH OF BARNET

DIRECTORATE OF EDUCATIONAL SERVICES

SENIOR ADMINISTRATIVE ASSISTANT

TEACHERS' STAFFING SECTION

SALARY: PO.2 £13,890-£15,039 per annum inclusive

We require an enthusiastic administrator with sound experience in a teaching personnel section to head a team of nine people. You should have a flexible approach to developing the work of this busy section and be committed to establishing good liaison with Head Teachers on all aspects of teacher staffing. It will be essential to acquire a thorough knowledge of the new Teachers' Pay and Conditions of Employment.
Closing date 17th September, 1987 Ref. 603/SAA

Application forms and further details are available from the Recruitment Office, London Borough of Barnet, 16/17 Sanctuary Square, Brent Street, Hendon, London NW4 2EN. Telephone 01-202 8282, ext. 2372 (01-202 6802 outside office hours).

(50799)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH **barnet**

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community

DIRECTOR OF STAFF AND CURRICULUM DEVELOPMENT

Salary: Head of Department Scale III
£15,456 – £17,263 per annum (under review)

Required 18th September, 1987, or as soon as possible thereafter, at Skelmersdale College, Northway, Skelmersdale, Lancs.

The College structure is matrix and the successful applicant will specialise in GRIST and the adult curriculum.

Application form and further details available from/ returnable to the Principal at the College (SAE please).

Closing date: 17th September, 1987. 6314

DEPUTY AREA EDUCATION OFFICER

£18,309-£19,497 Woking

To act as Deputy when necessary, for the Area Education Officer. Responsibilities and supervisory duties will cover Staffing; Admissions to schools and liaison with agencies involved in the care and welfare of children; Development; Accommodation; Finance and arrangements for the clerking of meetings of school governors and other bodies.

There will also be an opportunity for you to undertake work other facets of Area administration.

You should have good academic qualifications and, preferably, appropriate experience in the Education Service.

Application form and further details from Mr. G.H. Hare, N.W. Area Education Officer, 'Lismore', 9 Heathside Road, Woking, Surrey, GU22 7EU.
Closing date 18 September 1987. 6378

SURREY COUNTY COUNCIL

Leicestershire

PRINCIPAL EDUCATION WELFARE OFFICER

PO (36) £12,519 — £13,506 p.a.

This is a newly established post to lead and manage the restructured Education Welfare Service in the Authority.

Applicants should have substantial relevant experience.

Further details and application forms on receipt of s.a.e. from the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF. Closing date 18th September 1987.

EQUAL OPPORTUNITIES POLICY [illegible]

BOROUGH OF **South Tyneside**

South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job

EDUCATION DEPARTMENT

CAREERS OFFICER
£8,790-£9,654 pa

To be based at South Shields Careers Office. Duties include a caseload in two Comprehensive schools plus responsibility for certain aspects of the provision for unemployed young people.

Candidates must hold Part 1 of the Diploma in Careers Guidance although preference will be given to those who have gained Part II. Applications from students completing Diploma in Careers Guidance Courses this summer will also be welcome.
Application forms from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Tel: 091 4554988). Closing date 16/9/87. 6372

ADMINISTRATION L.E.A. CONTINUED

HERTFORDSHIRE
ASSISTANT DIVISIONAL EDUCATION OFFICER
East Herts.
RE-ADVERTISEMENT
Applications are invited for the post of Assistant Divisional Education Officer from graduates with substantial and successful teaching experience. The post is suitable for a person entering administration, as it offers good opportunity for general experience over a wide field. The East Herts. divisional area covers Hertford, Ware, Broxbourne, Cheshunt, Buntingford, Bishop's Stortford.
Salary Grade Ad.1, £13,506 - £15,168, plus £225 fringe area allowance. Maximum rising to £15,507 after 1st February 1988.
The County Council also has an attractive recruitment incentive scheme.
Application form and further details from the Divisional Educational Officer, Scott House, Hoddesdon Road, Hertford SG13 8ZA, to whom completed application forms should be returned by Monday 28 September 1987. (12905) 480000

LIVERPOOL EDUCATION AUTHORITY

GENERAL ADVISER (SECONDARY)

Boulbury Headteacher (Group 10 £19,860 - £20,706 (pay award pending)

Required for January 1988 : a General Adviser (Secondary) to lead jointly with a General Adviser (Primary) one of three teams of general and specialist advisers with responsibilities for a cross-phase group of schools comprising of nursery, infants, junior, secondary and special schools. A candidate is sought with recent school-based senior management experience or advisory service experience who will be capable of providing strong leadership on the pastoral management task in schools and of co-ordinating initiatives in special educational needs in mainstream schools. A balanced interest in all phases is essential for this appointment, as is a commitment to the provision of sound multi-cultural practice within the school curriculum.

Application forms, returnable by the 16th September 1987, may be obtained from the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please enclose an SAE.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (30384) 480000

Education Department

TVEI Assistant Co-ordinator

(Salary Burnham Headship Group 8: £21,249)

Applications are invited from appropriately qualified and experienced candidates for this key post from January 1988 or earlier if this can be arranged. The Authority's proposals for development funding in preparation for the County extensions of TVEI have been approved by MSC from September 1987. The Authority is now looking to extend its Pilot Project by a phased county extension.

The Assistant Co-ordinator will be required to work initially in the Northallerton and Selby administrative areas of the County.

Application forms and further details are available (on receipt of stamped addressed envelope) from the County Education Officer, Room 523, 1 Racecourse Lane Building, County Hall, Northallerton DL7 8AE to whom they should be returned within fourteen days of the appearance of this advertisement.

NORTH YORKSHIRE COUNTY COUNCIL

Can you meet the Challenge of Change in Education?

Education is changing. In Brent, we aim to stay ahead of this change.
To respond positively to the challenges we face – and to ensure that all our objectives, on improving standards and promoting equality, are achieved.
This is why we have developed so many new initiatives – and why, despite a misrepresented image, we are a model to so many other authorities.
We now aim to meet change by strengthening our senior management team, and are looking for tough-minded professionals who share our commitment to the future, professionals with experience of initiating equal opportunities on an institutional level and who can demonstrate an anti-racist and gender equality perspective and a commitment to promoting the life chances of black people, women and the disabled.

Deputy Director — Curriculum & Training

£25,532 – £27,812 inc. (pay award pending)
To be responsible for all curriculum matters, training activities and the co-ordination of supporting agencies. Certainly for this highly influential role, you must have a deep feeling for the *needs of children and staff and a clear* vision of how our objectives can be achieved. You will need significant experience in the education service in which you will have gained a wide range of curriculum management skills and fine-tuned your flair for training and staff development. A proven record of initiating, developing and implementing strategies for curriculum change, staff development policies and performance reviews, is essential.
Ref E/955

Deputy Director — Operational Management

£25,532 – £27,812 inc. (pay award pending)
A high profile role, especially during *such unprecendented changes in the* management, structure and organisation of the education service. You will manage these changes to ensure our objectives are not compromised.
This will require a good understanding *of staffing structures, strategies and* procedures, outstanding organisational and communication skills, an appreciation of relevant issues now affecting us and the ability to deal effectively with people at all levels. Practical success is as important as academic know-how, so impressive experience of preparing development plans for resource management in an education service is essential.
Ref E/956

Deputy Director — Community Education

£25,532 – £27,812 inc. (pay award pending)
To weld play, youth and adult education activities into a coherent community enterprise, integrated with the borough's schools and colleges. A highly sensitive role in which a real commitment to – and a deep understanding of – the needs and potential of the community is essential. Relevant experience within the education service, or as a practitioner or administrator in youth or community work, is vital. *This will have involved* close consultation and co-operation with other agencies to enhance community facilities for education and an ability to develop the role of parents in the education of young people.
Ref E/957

Informal Evening

8pm Tuesday, 15th September

An opportunity to meet the Director and senior staff of the Education Department in a relaxed atmosphere and to chat about these posts and educational issues generally. This will take place at: Brent Teachers Centre, Ealing Road, Wembley, Middlesex (nr. Alperton Underground Station).

We particularly welcome applications from women and black people in accordance with Section 38 (1)(b) of the Race Relations Act 1976, and Section 48 (1)(b) of the Sex Discrimination Act 1975.

Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons.

Application form and job description from the Personnel Division, Room 1, Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex, HA9 9BR, returnable by 25th September 1987. Telephone 01-903 0371, (24 hour Ansafone service.)

London Borough of **BRENT**

borough of sunderland
This council is an equal opportunity employer.

EDUCATION DEPARTMENT
ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)
£15,567 - £16,773

Applicants must be graduates, have had teaching experience and, preferably, administrative experience in an Education Department.

The post carries particular responsibility for children and students with special educational needs, but it is expected that the Assistant Director of Education (Schools) will make a wider contribution to the Schools Branch as a member of the Senior Officers' team.

Application forms and further particulars may be obtained from The Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN, Telephone (091) 5676161, Ext. 2229, to be returned by 21st September, 1987.

EQUAL OPPORTUNITIES
We are an EQUAL OPPORTUNITIES EMPLOYER and welcome applications from candidates of any age, disability, marital status, race or sex. (8389)

EDUCATION DEPARTMENT
GATESHEAD MBC TVEI PILOT PROJECT
TVEI DEVELOPMENT OFFICER
Burnham Scale 4

An opportunity is presented for an energetic, experienced and well qualified applicant to join the Authority's TVEI Central Team. The Development Officer will be asked to take responsibility for specific curriculum areas, those being 'Learning through Enterprise', Business Studies and Economic Awareness within the three TVEI Pilot *Project Schools and the Technical College. A major contribution to* all cross-curricular developments will be expected.
The successful candidate will be based at the Curriculum Project Centre. The Post will be a 3 year Fixed Term Contract until 31 August 1990 under APT & C Conditions of Service.

APPLICATION FORMS
and further details are available from the Director of Education, Civic Centre, Regent Street, Gateshead NE8 1HH (Tel 091-4771011) to whom completed forms should be returned by 18th September, 1987.

EQUAL OPPORTUNITIES
We are an EQUAL OPPORTUNITIES EMPLOYER and welcome applications from candidates of any age, disability, marital status, race or sex. (8389)

Gateshead Metropolitan Borough Council

ADMINISTRATION L.E.A. continued and ADMINISTRATION GENERAL

Advisers for Early Childhood, Gender Equality, Languages and Primary Education (4 posts)

(Soulbury Group 9 — Under review)
£19,290-£20,802 p.a. Incl.

Two of these vacancies arise from the promotion of the present postholders to senior positions in other authorities; one arises from a retirement; the fourth post is new. The successful applicants will have sound experience of curriculum development and in-service training, and of raising attainment and standards; of implementing race equality and gender equality policies in the curriculum and in appointments procedures; of working with parents and the local community; and of co-operating with other specialists on cross-curricular topics and projects.

a) Early Childhood
The person appointed will help to focus and co-ordinate the Advisory Service's work with the 3-7 age group in schools and nurseries. Applicants should have successful experience of leading initiatives in early childhood education and sound knowledge of Under Fives provision in general. The work includes close co-operation with other advisory colleagues, particularly those with responsibility for other aspects of primary education and with the Social Services Department.

b) Gender Equality
The person appointed will help to develop further the policies and projects which Brent has pioneered in recent years, and will help ensure that our gender equality work contributes to, and is itself influenced and strengthened by, our work for race equality. Applicants should have thorough knowledge of gender equality, and of the interlinking of race and gender equality issues, and a firm commitment to an anti-racist approach to equality of opportunity.

c) Languages and Language Education
Brent is developing an overall policy for all aspects of literacy and language education; the person appointed to this post will be expected to play a central and inspiring role in formulating and fostering this policy. He or she will be responsible for European and South Asian languages in schools, within the overall context of language education in a multi-lingual society, and will work closely with advisory colleagues across the whole school curriculum, but particularly closely with the Adviser for English and Drama.

d) Primary Education
The person appointed will have pastoral responsibility for a third of our primary schools and will provide or co-ordinate advice on the whole range of the primary curriculum, on the recruitment and appointment of staff, and on the responsibilities, tasks and work of curriculum leaders and postholders. He or she will frequently work with advisory colleagues on joint tasks and projects.

Please specify the post in which you are interested.

Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons. Job sharers welcome.

Application forms and job descriptions from the Personnel Division Room 1, Brent Town Hall Annexe, Kings Drive, Wembley, Middx. HA9 9BR returnable by 2 October. Telephone 01-903 0371 (24 hour Ansafone service). Reference number E-5abcd must be quoted. (50737)

London Borough of **BRENT**

NORTH YORKSHIRE

EDUCATION DEPARTMENT

RE-ADVERTISEMENT

UNEMPLOYMENT SPECIALIST CAREERS OFFICER
Selby, Nr. York

Scale 5: £8,790 - £9,654

You should be qualified Careers Officers. appointment is for work with young unemployed people, to assist with work connected with YTS and to be actively involved in making out or developing employment opportunities for longer term unemployed people. You will be based in Selby and will be responsible for the surrounding areas which suffer badly from high levels of unemployment and will be required to possess a current driving licence. This permanent post is one of a number under the Government's 'Strengthening Schemes'.

Application forms (to be returned by 18 September 1987) and further particulars from the County Education Officer, Room 301, County Hall, Northallerton, North Yorkshire DL7 8AE. (SAE please). 480000
(11695)

EDUCATION DEPARTMENT

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE: NATIONAL EXTENSION

POST OF REGIONAL CO-ORDINATOR
(14+ CURRICULUM: TVEI)

SALARY: The salary will be equivalent to that of the new grade post of Senior Adviser i.e. £23,001 per annum as from 1st October 1987.

Dumfries and Galloway Regional Council is the first Scottish Education Authority to extend TVEI to all its secondary schools in association with the Region's Further Education Colleges. TVEI is integrated into the Region's educational provision from S3 onwards and the Authority is now seeking applications for this key senior post with responsibility for this sector of the Education Service.

Forms of application and further details are available from the undersigned with whom applications should be lodged no later than Monday 14th September, 1987.

William C. Fordyce, Director of Education, Education Office, 30 Edinburgh Road Dumfries, DG1 1JD. 482

DUMFRIES & GALLOWAY

EDUCATION DEPARTMENT

Newham's Education Service is on the move. Community education is developing across the whole service; a review of provision for 16-19 year olds is underway; and independent inquiry into achievement is in progress; the Community College has been established; a policy on the integration of pupils with special educational needs is being implemented.

Other important policy initiatives include Equal Opportunities with regard to race and gender, the introduction of T.V.E.I. and G.R.I.S.T. and implementation of the results of a major survey of reading standards in primary schools.

PRINCIPAL EDUCATION ADVISER
£22,002 – £23,547 (Soulbury HTT1)
Pay award pending

To be responsible to the Director of Education for the provision of an effective Education Advisory Service to the Council's 119 schools. The postholder will lead a team of 14 Advisers. The successful applicant will have extensive teaching and advisory experience including management experience. S/he will demonstrate the ability to make a major personal contribution to the developments outlined above, and to motivate others. Part of this ability will be an understanding of, and commitment to, providing equal opportunities for education.

Ref No. ASC/448
Interviews will take place on 22nd September.

GENERAL EDUCATION ADVISER (PRIMARY)
£17,000 – £20,802 p.a. Inc (Soulbury HTT1)
Pay award pending

To play a major role in the borough-wide review and development of primary provision and to have direct personal responsibility for a number of primary schools.

The successful applicant will have 10 years' teaching experience, including substantial periods as a successful Head Teacher (infant/junior). S/he will be an effective organiser and communicator and have experience of working in an inner city/multi-racial area.

Ref No. ASC/450
Interviews will be held on 25th September.

Further details and an application form for both posts are available from The Chief Executive's Department, Personnel and Management Services Division, Town Hall, East Ham, London E6 2RP or telephone 01 471 0619 (24hr answering service), please quote the appropriate ASC reference number.

Newham Council is committed to an equal opportunities policy. This means that the Council is committed to ensuring that no job applicant or employee will receive less favourable treatment on the grounds of race, age, marital status, sex, sexual orientation, disability, or is disadvantaged by condition of requirements which cannot be seen to be justifiable.
All jobs are open for job sharers, unless otherwise stated.

Closing date: 14th September 1987.

Newham
An Equal Opportunity Author

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

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Leicestershire

DEPARTMENT OF PLANNING AND TRANSPORTATION
ADMINISTRATION & SERVICES BRANCH

ROAD SAFETY OFFICER

Salary Range Scale 4 £7,650 to £8,559 p.a.
(w.e.f. 1st February 1988 £7,833 p.a. to £8,784 p.a.)

The tasks are to encourage teachers to implement a structured progressive programme of Road Safety Training in Primary and Secondary schools in an assigned area of the County, including participation in the development and preparation of teaching aids for use by teachers; to organise and provide structured cycle training; to direct and supervise part-time tutors; to contribute to the overall development of the work and success of County Road Safety teams.

Applicants should be qualified and experienced teachers.

A current full driving licence is essential. Car user allowance or car leasing facilities available. A home telephone allowance is payable.

Relocation expenses up to £2,460 payable in appropriate circumstances. Temporary housing could be available.

Application forms and further details obtainable by telephoning Leicester (0533) 318613 or by writing to the Director of Planning and Transportation, County Hall, Glenfield, Leicester LE3 8RJ.

This post has been advertised previously. Applications already received will be reconsidered.

Closing date Friday 25th September 1987.

EQUAL OPPORTUNITIES POLICY. Applications are welcome from people regardless of their race, ethnic or religious origin, sex, marital status or disability. Applicants will be considered on relevant abilities only and appointed by merit on the basis of skills, experience and aptitude for the job. 30 RH

The Duke of Edinburgh's Award

Is seeking an Assistant Director, (preferred age range 30 – 45) to be responsible for the technical administration of the Scheme with particular emphasis on how the Award relates to young women, and to develop a national training strategy for all adult organisers.

Candidates must have wide educational experience within teaching, administration or the statutory youth service, and must be educated to Degree or Qualified Teacher Certificate level. Evidence of a progressive career achievement, innovation and creativity is essential.

This appointment is for a period of 10 years, and the salary will be commensurate with responsibility and experience. A car is provided.

Application forms and further details are available from the Director, The Duke of Edinburgh's Award, 5 Prince of Wales Terrace, Kensington, London W8 5PG, to whom completed applications should be returned by 25th September 1987. Please quote ref no: AD887.

YORKSHIRE AND HUMBERSIDE ASSOCIATION FOR FURTHER AND HIGHER EDUCATION

APPOINTMENT OF ASSISTANT EDUCATION OFFICER

The YHAFHE, one of the ten regional advisory councils for further education covering England and Wales, invites applications from suitably qualified and experienced persons for appointment as Assistant Education Officer.

The main responsibilities of the post will be in the fields of youth education and youth service. They will involve professional support to staff of those services in the region and liaison with local education authorities and with a number of national bodies with which YHAFHE is linked by partnership agreements.

The salary for this post is NJC 38-41, £14,301-£15,687. Further details and forms of application may be obtained from the undersigned, to whom completed forms should be returned by 18th September 1987.

M. Neale
YHAFHE
Bowling Green Terrace
Leeds LS11 9SX
Telephone 446791

EDUCATIONAL DEPARTMENT

EDUCATIONAL PSYCHOLOIST

Salary Educational Psychologist Scale £10,779 – £18,177 p.a.

A vacancy has arisen within the Clwyd Schools Psychological Service for an Educational Psychologist to contribute to service delivery in the coastal area of Clwyd. It is hoped that the successful candidate will be able to make an imaginative and enthusiastic contribution to a service which is committed to providing a quality service particularly to children with special needs, their schools and families. Consequently, applications from psychologists completing training in 1987 will be welcomed although experience will be an advantage.

Clwyd is an attractive and interesting county in which to live and work with easy access to the motorway network and to rural Wales.

The post involves an essential car user allowance and assistance with legal/estate agent fees may be available.

Informal enquiries should be addressed to Dr. Brian Walters (Mold 2121, Ext. 2539) or Mr. Steve Bland (Ext. 2533).

Application forms obtainable from the County Personnel Officer, Shire Hall, Mold (Tel. Mold (0352) 2121, Ext. 2495) to be returned by 14th September 1987. 03955

CLWYD COUNTY COUNCIL

CO-OPERATIVE COLLEGE



STANFORD HALL
Loughborough, Leics
International Business College

SENIOR CONSULTANT
(Business Administration)

Salary: £21,000 — £25,000 p.a.

The Co-operative College is an independent international business school and Centre for adult education and community training. It has a research and consultancy unit with major projects in developing countries and a portfolio in the U.K. in order to enter new areas and expand existing programmes. It is recruiting a professional Senior Consultant (Business Administration).

This is a new post on a five year contract to strengthen the senior management team

The person appointed will help design and develop an International Training Programme at MBA level and U.K. initiatives in business development and enterprise.

An MBA or higher degree, coupled with management experience is needed. Stamina will be essential plus an appetite for hard work, good international contacts and experience in dealing with international agencies/governments at ministerial level. It is unlikely that anyone under the age of 35 will have the required experience.

On appointment you would work with a highly motivated team within a multi-racial, multi-cultural environment.

TUTOR
(Retail Operations and Management)

Salary: Burnham FE Scale Lecturer 2 — Senior Lecturer £8,595 — £19,875 (under review)

An experienced retailer/trainer is needed to replace our retiring Tutor. In addition to building on established training standards, the person appointed will be expected to introduce fresh ideas, contribute to course development and work within a mutually supportive tutorial team.

We would like to hear from people with a degree or equivalent professional qualification, a proven record in delivering quality training programmes and an appreciation of the social responsibilities of business.

Consideration could be given to a job-sharing arrangement and applications from people interested in part-time work will also be welcome. It is unlikely that anyone under the age of 30 will have the experience needed for this post

RESEARCH AND DEVELOPMENT OFFICER

Salary:
Experienced £10,100 — £12,200
Graduate Trainee £8,080 — £9,100

The person appointed will be expected to make a major contribution to the administration and development of the International Consultancy programme. It will provide an opportunity for the appointee to apply and develop skills in research and consultancy. An exceptionally well qualified person may participate in consultancy projects in addition to originating specific research and training proposals.

- experience in education/training.
- a graduate/post/graduate qualification in a relevant discipline (economics, accountancy, marketing, development studies, business studies, etc.);
- good communication and administration skills;
- a knowledge of overseas development

Previous international and/or co-operative business experience would be an advantage and it is unlikely anyone under the age of 25 will have the required experience.

The three posts are demanding and will require people with determination and dedication.

Interested? Applicants in the U.K. can send for further details and an application form to The Assistant Chief Education Officer, Co-operative College, Stanford Hall, Loughborough, Leicestershire.

(Overseas applicants can send c.v. and covering letter.)



ADMINISTRATION – GENERAL *continued*

HEREFORD

ASSOCIATION OF ART INSTITUTIONS/ART AND DESIGN ADMISSIONS REGISTRY

POST OF DEPUTY SECRETARY

Applications are invited for the appointment of Deputy Secretary to AAI/ADAR. Knowledge of FE/HE administration, general accounting, PAYE and computerised systems essential.

Salary in accordance with Principal Officers Range 1; £13,515 rising by annual increments to £14,301 p.a.

Further particulars available on request with s.a.e.

Applications by letter giving details of qualifications and experience with names and addresses of two referees should be sent to the General Secretary, AAI/ADAR, Penn House, 9 Broad Street, Hereford HR4 9AP to be received not later than Monday 28 September 1987. 500000
(16946)

Educational Psychologists

SANDWELL
METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGISTS

Salary £10,170 – £17,148 p.a. (under review)

Applications are invited from fully qualified Educational Psychologists (including trainee Educational Psychologists completing their course this Summer) to join this comprehensive service which has an establishment of Educational Psychologists, Social Workers, Advisory Support and Specialist teachers.

The service provides educational and psychological service to children, parents and schools and other agencies concerned with identifying and meeting the needs of children and families.

The successful applicant will join a team working from an educational sub-centre in one of the designated geographical areas of the borough.

This is a key post and the successful applicant will be eligible for financial support in regard to removal and relocation expenses.

Temporary housing accommodation may also be available within the borough.

Informal enquiries may be made to the Principal Educational Psychologist, Child Guidance Centre, 18 Grange Road, West Bromwich, West Midlands B70 8PD. Tel: 021-553 7411.

Application forms and further details available from and returnable to Director of Education, (Special Services Department), P.O. Box 41, Shirlestebury House, 409 High Street, West Bromwich, West Midlands B70 9LT. Tel: 021-525 7345 Ext. 3189. Closing date 16 September 1987.

Sandwell Council is an equal opportunity employer. A union membership agreement is in operation. Canvassing of members of the authority will disqualify. 560000
(30342)

DERBYSHIRE
COUNTY COUNCIL
EDUCATION
PSYCHOLOGISTS (TWO POSTS)
£10,179 - £17,148 (under review)

We require fully qualified people for posts in the Chesterfield, Bolsover and North East area of the County to complete a team of eight psychologists (7.5 fte). There may be some opportunities for temporary locum and for part-time work also.

This team has particular responsibilities within the County for developing and promoting in-service training (partly in collaboration with a College of Higher Education), and for co-ordinating a major project to improve curriculum, pastoral and organisational practice in secondary schools.

The duties of these posts will be generic, and will cover all aspects of modern practice. However, for one post, there could be an opportunity to specialise part time in the psychological aspects of hearing impairment, acting as consultant and co-ordinator to the County Service.

The posts offer excellent opportunities for professional development within a large Psychological Service in an L.E.A. committed to progressive educational policies.

Further details and application forms available from The County Educational Psychology Service, Fire Parade, Matlock, Derbyshire. Tel: Matlock 3411, Ext. 2560. Closing date: 25th September 1987.

The County's policy is that all people receive equal treatment, regardless of their sex, marital status, sexual orientation, race, creed, ethnic or national origin or disability. (030701) 560000

Miscellaneous

WILTSHIRE

1) Fine Art Studio Technician with Professional Litho and Etching experience. Responsibility for running of studios.

2) Intaglio Printing Assistant required from December. Driver essential for both posts.

Apply to: Jack Shirreff, Workshop, Angel Mills Unit, One, Edward Street, Westbury, Wilts. BA13 3BD. (03085) 560000

ALLIED DUNBAR

Teachers. How much longer will you rely on hard-fought for pay increases to keep up with the cost of living? Many of our Sales Associates find they are earning several times as much as they did in their previous jobs.

For more details phone 0202 295199 (24 hours).

Allied Dunbar Assurance plc is an equal opportunities group.

Applications are welcome regardless of sex, marital status, ethnic origin or disability. (15005) 650000

ALTERNATIVES FOR TEACHERS. Part-time; full-time. 'Writing and Publishing Books for Schools'; 'Alternatives to Graduates'; 'From Teaching Into Business' £2.55 each. All three £5.85. Dept. I, Hamilton House, Publishing, Bayworth, Northampton NN6 9EL. Access phone 0604 58389. (12633) 650000

CARDIFF

MEDIA STUDIES OFFICER

Required to join innovative Media Education project in Cardiff. Duties will include: production of teaching materials and operation of media studies resource.

Salary £9,435 p.a. with 4 weeks annual paid leave.

Full details and application form from Media Education Centre, 5 Llandaff Road, Canton, Cardiff CF1 9NF. Tel: (0222) 382154. Closing date for applications 5th October 1987. (30319) 560000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Southern Examining Group

GCSE Examinations to be held in 1989

The Southern Examining Group invites applications for appointments as:

CHIEF/SENIOR EXAMINER
for
MATHEMATICS
(With Centre Based Assessment)
and

REVISER
for
MATHEMATICS
(Without Centre Based Assessment)

Application forms and further details may be obtained from:
Mr R James
SEG Guildford District Office
Stag Hill House
GUILDFORD
Surrey GU2 5XJ

Closing date for applications – 30 Sept 1987

Southern Examining Group

GCSE Examinations to be held in 1988

Applications are invited for the following posts:

MARKERS
for
GCSE External Papers
in all subjects

MODERATORS
for
GCSE Internally Assessed
Components in all subjects

Applicants should have appropriate qualifications and four years recent relevant teaching experience. Application forms may be obtained by writing, stating the subject and post(s) for which you wish to apply, to:

The Secretariat (Appointments)
Southern Examining Group
Stag Hill House
GUILDFORD
Surrey GU2 5XJ

Southern Examining Group

GCSE Examinations to be held in 1988

Applications are invited for the following post:

CHIEF/SENIOR EXAMINER
HOME ECONOMICS: TEXTILES 1988

Appropriate academic qualifications and four years relevant teaching experience are required. However, applicants with other suitable experience are encouraged to apply.

Application forms and further details may be obtained from:
Dr M J Watts
Oxford District Office
Southern Examining Group
Ewert House
Ewert Place
Summertown
OXFORD OX2 7BZ

Tel no. (0865) 513084 or (0865) 54291

Closing date for applications – 30 September 1987

MISCELLANEOUS
continued

LONDON8W
West End Theatre seeks to employ part-time stewards for their theatre education programme. 2 mornings per week for 6 weeks.
Contact Ros Tee 01810, Priory House, St. John's Lane, EC1M 4BX. (03082) 660000

HAVERING
LONDON BOROUGH OF HAVERING
Please see main advertisement under secondary - Deputy - Scale 2. (16952) 660000

Peripatetic Posts

CUMBRIA
COUNTY INSTRUMENTAL MUSIC SERVICE
Required for January 1988, well qualified teachers for the following posts:-
1. A teacher of violin/viola for schools in Carlisle.
2. A teacher of woodwind (flute and clarinet) for schools in the south of the County.
(Salary paid on main scale).
Application forms and further details available from the Director of Education, 3 Portland Square, Carlisle CA1 1PU (sae please).
Closing date 22.9.87. (11713) 670000

DURHAM
COUNTY COUNCIL
PEDAGOGIC INSTRUMENTAL MUSIC SERVICE
Full-time Peripatetic Instrumental Music Teachers required as soon as possible for Upper Strings (3 posts). Main scale or unqualified scale as according to qualifications, plus car mileage allowance.
Stamped addressed envelope for further details and application form to the County Music Adviser, Area Education Office, Kingsway, Team Valley, Gateshead, Co. Durham.
Closing date for receipt of application forms 23rd September, 1987. (12683) 670000

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community

PART-TIME
PERIPATETIC SUPPORT TEACHER (0.5)

Salary: Main Scale

Required 1st January 1988, for

MINORITY ETHNIC GROUPS SUPPORT SERVICES

East Cliff, Preston.

Application details from/returnable to District Education Officer, 58/60 Guildhall Street, Preston (S.A.E. please).

Closing date: 17th September, 1987. (15009) 670000

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC TEACHER OF MUSIC
South Powys
Required for January, 1988, or such other date as may mutually be agreed, a qualified Peripatetic Teacher of the Violin/Viola. The area covered would be Brecon in South Powys. Scale 3 available for suitable candidate plus travelling expenses. (Ref: 435).
Application forms obtainable from Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5EA to whom completed forms should be returned by 25th September 1987.
The County Council pursues a policy of equality of opportunity. (03085) 670000

SHROPSHIRE
EDUCATION COMMITTEE
Equal Opportunities Employer
Needed for January 1988 (or earlier if possible), A full time teacher of PERCUSSION (Male preferred) scale or if unqualified a special scale) to teach small groups in schools and work with class teachers. To work at County School of Music and in specific instruments for young people by teaching in youth clubs, etc. Will be there to work at additional commitments. Essential Users Allowance with the availability of a van for car and base; or the use of leased car.
Application forms and further details from the County Education Officer, Starting Section, Shirehall, Shrewsbury, SY2 6ND. Closing Date 25th September 1987.

Outdoor Education

HEREFORD AND WORCESTER
COUNTY COUNCIL
WEST MALVERN FIELD CENTRE
Old Hollow, Malvern WR14 4NR

Tel: 06845 4545 (office hours)

Experienced teacher required at West Malvern Field Centre in short-stay residential Outdoor Education Centre for pupils/students (8 - 18+ age range), to be responsible for organising resources for and the teaching of Geography in the field (G.C.S.E. and 'A' level) and to assist with the pastoral care of girls in a busy residence. Experience both in the classroom and also with teaching environmental studies and some outdoor activities is being sought.

Applicants must be able to drive. Non-residential post. Starting date: January 1988 or earlier, if available.

Previous applicants need not re-apply.

For details please apply to the Warden. (17450) 680000

COURTLANDS CENTRE. Resident Owner and Managed. Multi Adventure Courses for Primary, Secondary & Adults. Canoe, sail, waterski, climb, caves, ride & ropes. Integrated with field work if required. Field Work Bldg. Geog. etc. Local GCSE, TVEI, YTS. Self run facilities and tutored courses. Contact Iain Garland Courtlands Centre, Nr. Kingsbridge, S. Devon TQ7 4BN. (03063) 680000

LONDON NW1
PRIVATE CLUB
ILEA APPOINTMENT
The ILEA, an equal opportunities employer, requires a Deputy Warden for the Pirate Club Water Activities Centre, Oval Road, Camden Town, London NW1.
Applicants for this challenging post should be qualified and have had considerable experience of work with young people. Experience in water pursuits, with appropriate qualifications (e.g. Senior Instructors Certificate), particularly desirable. The starting salary scale for this seconded post is JNC 3.
Application forms from: Camden Area Youth Office, 6 Camden High Street, London NW1.
Closing date: (2 weeks from date of advertisement). (30125) 680000

MID WALES
RHEIDOL STUDY CENTRE
FIELD STUDIES TUTORS/INSTRUCTORS
Required from Sept. '87 to teach salary and 'A' Level Geography and Env. Studies to residential students. Candidates should possess relevant academic qualifications and ideally will teaching experience. Possession of a clean driving licence is essential.
The Centre also runs a wide range of Outdoor Pursuits and Development Training courses. A willingness and ability to instruct on these would be an advantage.
The posts are residential with single room accomm. only with full board.
Please apply by letter giving full details of qualifications and experience to: The Director, Rheidol Study Centre, Penyhwych, Aberystwyth SY23 3EX. (30404) 680000

SUSSEX
HINDLEAP WARREN
Applications are invited for a) OUTDOOR ADVENTURE INSTRUCTOR - multi-discipline qualifications required, with particular emphasis on sailing. Start ASAP.
Salary £7,105 - £8,441.
b) OUTDOOR ADVENTURE INSTRUCTOR - multi-discipline qualifications required, with experience and enthusiasm for working with young people. Start ASAP.
Salary £7,105 - £8,441.
All posts require applicants to be dynamic people able to relate positively to a broad range, and keen to develop their full and considerable potentialities of working with young people in residential setting. The applicants should be prepared to adapt to a demanding and be capable of working as a member of a team. Ability to drive a minibus and the willingness to undertake domestic duties when necessary for single staff.
Applicants for both posts should be over 21 and have a current driving licence. For further information from the Warden (Justin Sainty), Hindleap Warren, Dane Hill, East Sussex TN22 3RS. Tel: (0825) 2625. (30058)

English as a Foreign Language

LONDON N12
Fully qualified part-time teachers required for Woodside Park. Certificate experience essential. Tel: 01-883 (16058)

LONDON W2
R.S.A. Certificate in TEFL full-time courses throughout the year. Part-time courses Sept. to Dec. 1987 & May 1988. Fee £400 inc. of R.S.A. registration fee. Information and application forms from March Teacher Training, 31 Craven Street, London WC2N 5NT. 734 2317. (16833)

PRIVATE TUTORS required for children. SW London/Surrey. Tel: 546 1517. (16944)

READVERTISEMENT



GENERAL SECRETARY

The Physical Education Association of Great Britain and Northern Ireland invites applications from persons with professional qualifications and experience in Physical Education to act as General Secretary to this lively national association based at Kings Cross London.
Work will include office administration, dealing with requests from members, editing the Journal and representing the Association as directed.
Salary is linked to Headteacher Group VII plus London Allowance £20,000 (plus L.A. £1,215).
Letters of application and C.V. including the names of two referees should reach Headquarters by 22nd September.
The Physical Education Association, 162 Kings Cross Road, London WC1X 9DH.

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We are currently looking for people in the following areas: **East and West Midlands, Lancashire, Yorkshire, South West, London & Home Counties.**

Phone Andrew Neil on Freefone 4564 for an application form between 9 a.m.-4 p.m., or write with brief career details to: Brian Gurnett, (Sales Training Manager). Interviews will be held locally week commencing 14th September, 1987.

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Kalamazoo plc, Northfield, Birmingham B31 2RW

EDUCATION IN THE CITY

A dynamic and innovative futures and options broker, requires a lecturer (26+) to assist running their in-house training course. The ideal candidate will have experience of teaching mathematic and/or economic based courses, preferably at Polytechnic level. Salary c.£16,000. Contact Donna Berry, Personnel Manager of LHW Futures Limited on 01-248 8121 for an appointment. (60784)

ASSISTANT DIRECTOR

Long established language school, travel consultants and incoming tour operators require an assistant to the Director at their main south of England office.

Candidates must speak fluent Spanish or French or both and be willing to travel and work irregular hours.

The position offers an excellent salary with prospects of Directorship plus company car and personal insurance.

Applicants should be 28 - 40 years and have relevant experience in the field of international communication and travel.

Letter of application and full C.V. together with the names of two professional referees should be sent to:- Box No. 00808, Priory House, St John's Lane, EC1M 4BX.

REGENT SCHOOLS OF ENGLISH
(Executive Division)
require:

1. DIRECTOR OF STUDIES
Brighton: to take responsibility for academic and administrative aspects of intensive group and one to one courses offered at this Executive Centre.

Applicants should be well-qualified (MA App. Ling. and/or RSA Dip. TEFL) with at least 5 years TEFL experience to include Business English and ESP. Proven organisational ability essential.

2. SALES EXECUTIVE
based London W1: to work within the Executive Division on the promotion of a range of English language courses and services.

Applicants should have relevant TEFL experience and/or business background, and be good communicators. Proven flair for sales, and knowledge of one or more foreign languages desirable; flexibility and willingness to travel abroad essential.

3. BUSINESS ENGLISH AND ESP TEACHERS
London and Brighton: long and short fixed-term contracts available at our London and Brighton Executive Centres, group and one to one courses. Applicants must have a TEFL qualification, and a minimum of three years relevant experience. (Please state preferred location).

Written applications with full CV to: The Principal, Regent Schools of English (Executive Division), 82 Dyke Road, Brighton BN1 3JE.

ENGLISH AS A FOREIGN LANGUAGE
continued

SURREY
FINISHING SCHOOL IN FARNHAM, SURREY
Post of House Tutor for qualified and experienced E.F.L. teacher to be filled before 27th September 1987.
Please apply with C.V. to: The Principal, The Campana Finishing School, Farnham, Surrey. Tel: (0252) 727111. (15944) 700000

English as a Second Language

BUCKINGHAMSHIRE
COUNTY COUNCIL
WYCOMBE AREA MULTI-CULTURAL SUPPORT TEAM
Required for January 1988, permanent full-time teachers to join the Multi-Cultural Support Team working in Primary, Middle and Secondary Schools in the Wycombe Area. Scale 2 posts available for suitably qualified applicants. The ability to speak Urdu/Punjabi would be an advantage.
Application forms and further details available from the Education Officer, Terne House, 9 Castle Street, High Wycombe, Bucks. Tel: 0494 442277 Ext. 347. Closing date: 25th September 1987. (16875) 710000

BUCKINGHAMSHIRE
COUNTY COUNCIL
WYCOMBE AREA MULTI-CULTURAL SUPPORT TEAM
Required as soon as possible a Scale 3 teacher to assist colleagues in developing appropriate teaching strategies and to work with bilingual children in Nursery Schools. The ability to speak Urdu/Punjabi would be an advantage. This is a key post in the Team, and we are looking for somebody with ideas and initiative. The post is pastoral and a casual car users allowance is payable.
Application forms and further details available from the Education Officer, Terne House, 9 Castle Street, High Wycombe, Bucks. Tel: 0494 442277 Ext. 347. Closing date: 25th September 1987. (16974) 710000

Appointments Wanted

47 AND OVER QUALIFIED. Energetic enthusiastic schoolmaster who suggests and usually achieves high results - French, Spanish, Latin (to A Level), English, German, Games, O or S. Pastoral - seeks challenging post now Independent, 6th Form College, Secondary or Preparatory. P. Hunt, Tel: 0938 820649. (15005) 760000

A 25 YEARS OLD Spanish Biologist with two years experience as a Teacher of English looks for a job in England. Address offers to: N/ A Jorge, Forrocarils Castellana 58-3o4 08006, Barcelona, Spain. (30537) 730000

SINGLE TEACHER with 12 years experience seeks post. Offers English - Maths P.T. also Spanish. Please write Mr P. Rose, 8 Savernake Street, London W14. (15009) 760000

Public Notices

HMS SELFAST Phone 01-407 6434 to reserve this year's Education Service brochure. (15001) 740000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)

A Practical and thorough one week introduction to Teaching English as a Foreign Language from Pilgrims, the TEFL Pioneers.

Courses are held throughout the summer at the University of Kent at Canterbury.

Phone or write to: Terry Edwards, Pilgrims Teachers' Courses, 8 Verron Place, Canterbury, Kent CT1 3YQ.
Tel: (0227) 455486. (06149) 760000

LINGUARAMA

THINKING OF TEACHING ENGLISH AS A FOREIGN LANGUAGE?

Linguarama offers one week introductory courses to Teaching English as a Foreign Language. Ideal for those thinking of entering the profession or those wanting an introduction to T.E.F.L. Courses run throughout the year in London, Birmingham, Manchester, Winchester and Canterbury. Career opportunities also exist in Linguarama's 60 schools World-wide.

Please send SAE to T.E.F.L. Dept., Linguarama, 16 Waterloo Rd., Birmingham B8 2UG. (03643) 760000

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Applications are invited for admission to the following part-time courses of study commencing in October 1987.

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B.Sc. Anthropology and Psychology
B.Sc. Psychology
B.Sc. Mathematical Studies
B. Mus.
M. Mus.
M.Phil and Ph.D. in the above names subjects.

Details and application forms available from the Registry, University of London, Goldsmith's College, New Cross, London SE14 6NW. Tel: 01-692 7171. (30354) 760000

ESSEX
TRAIN TO TEACH ENGLISH
To speakers of other languages. 11 weeks distance learning plus 4 weeks full-time teaching practice.
Write or phone Dean of Community Studies, Thurrock Technical College, Woodview, Grays, Essex RM16 2YR. Tel: (0375) 371621. (30031) 760000

TRAIN TO TEACH ENGLISH
One week intensive practical TEFL courses, Wellington, 8 Hall Road, Bradford, West Yorkshire BD1 1DU. Tel: 0274 735 714. (30927) 760000

LONDON WC1
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University of London

M.Sc. NATURAL ENVIRONMENTS & PLANT GROWTH

(PART-TIME)

An interdisciplinary course taught in the Departments of Biology, Geography and Geology. Integrating plant ecology with soil science and microclimatology.

Two evenings weekly over two years. Immediate application advised for 1987 entry.

Details: The Registrar, Birkbeck College, Malet Street, London WC1E 7HX. Tel: 01-631 6561. (30315) 760000

LONDON WC1
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OPEN DAY
FRIDAY 11 SEPTEMBER
9.00 am - 7.00 pm

Extra-Mural Department
56 Russell Square, London WC1B 5DQ

Open for advice information and enrolment 9.00 am - 7.00 pm, 7-25 September 1987.

Further details from the Information Centre 01-636 8000 Ext. 3833/3580. Please quote reference (ODBN). (30314) 760000

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French Riviera
Residential courses available for preparation up to 'O' and 'A' level French.
Two/three week duration.
Further details contact: Mr Dupont, The Headmaster B.P. 10 06520 Golfe - Juan. (17440) 760000

Tuition

HOME TUTORS Required throughout Great Britain. Personal Tutors (T.E.S.) Glendis House, Glendis, Ches. Tel: 061-428 9288 (24 hours). (15850) 770000

LLB A. Level Tutors; Banking, Commerce, Sociology, French, Typing, Fashion & Design Tutors required please contact Mr R.A. Fergin 01-736 8877 (day) London area. (30494) 770000

PRIVATE TUTORS read., all subjects, SW London, NW Surrey. Tel: 546 1517. (15850) 770000

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Part-time tutors required immediately by private Tutorial College for day and/or evening work. Small group and individual tuition.
Enquiries especially welcome from teachers of Physics, Chemistry and Sociology. Bluett Tutors: 01-661 5019 or 01-648 2948. (30261) 770000

LONDON SW1
Qualified/Experienced tutors required, esp. Maths/Science. W. London area. Tel: 007 3076. (30348) 770000

Personal Announcements

ESCAPE FROM TEACHING! Join 'The Escape Committee'. Free details: Weavers Press, Tregarnick House, Zennor, Cornwall TR26 3DB. (16922) 800000

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PERSONAL LOANS up to £5,000. Mason & Wood Limited, 38 Mosley Street, Newcastle-upon-Tyne. 24 hours. Tel: 091-232 0703. South of England office, Tel: Woking (04862) 67105. Written quotations on request. (17439) 800000

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PRIMARY AND SECONDARY SCHOOLS

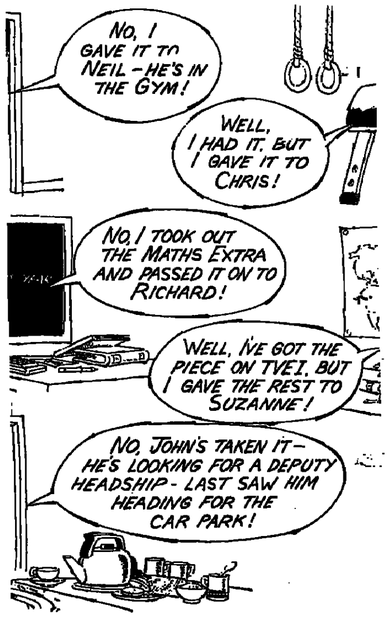
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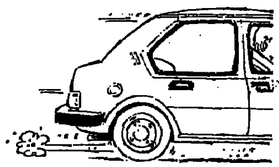
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